

AMERICAN UNIVERSITY OF BEIRUT

EVALUATING THE IMPACT OF TAMAM CAPACITY
BUILDING MODEL: THE CASE OF A LEBANESE
PRIVATE SCHOOL

by
RAYAN MOHAMMAD RABEA KATERJI

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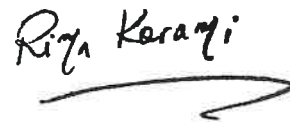
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by
RAYAN MOHAMMAD RABEA KATERJI

Approved by:



Dr. Rima Karami-Akkary, Associate Professor
Department of Education

Advisor

Dr. Saouma BouJaoude, Professor
Department of Education



Member of Committee

Dr. Anies Al-Hroub, Associate Professor
Department of Education



Member of Committee

Date of thesis defense: [June 13, 2020]

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AN ABSTRACT OF THE THESIS OF

Rayan Mohammad Rabea Katerji

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Major: Educational Administration & Policy Studies

Title: Evaluating the Impact of TAMAM Capacity Building Model: The Case of a Lebanese Private School

This research study involves an in-depth evaluation of TAMAM capacity building model in one of its participating schools and follows a qualitative case study design that also adopts a collaborative evaluation study. It has a threefold purpose: (1) to examine the effectiveness of TAMAM's capacity building model in reaching its desired changes in the professional knowledge, skills, and attitudes of the TAMAM school leadership team members, (2) to explore its impact on their motivation, and (3) to explore its impact on the school organizational learning in terms of its professional norms and structure. The case school is a private non-profit school that joined the TAMAM project in the year 2013-2014 and volunteered to implement its newly designed capacity building program. The case school completed one full cycle of TAMAM's school improvement journey in 2017- 2018. The participants in the study will comprise all the individuals who took part in the capacity building activities in the TAMAM project at the case school between 2013-2019, the school lead team members, the head of the advisory board of the case school, the school principal and the Project Steering Team (PST) at the American University of Beirut. Diagnostic checklists, individual interviews, focus group interviews, as well as relevant school documents, were the sources of data. The findings of the study reveal that members' participation in the TAMAM project resulted in considerable growth in their acquisition of the knowledge, skills, and attitudes of TAMAM competencies and stations of its school improvement journey. TAMAM capacity building model seemed to have reached to a large extent, its desired changes in the professional learning and capacity building of members that enabled them in leading effective and sustainable school-based improvement. Findings also showed that the lead team participation in the TAMAM project had a mostly positive impact on strengthening the team motivation and sustaining their commitment towards leading improvement initiatives due to their increased feelings of competence, autonomy, and collaboration that subsequently increased their motivation and empowered them to be agents of change. Finally, findings also showed that the participation in TAMAM project had several impacts on the organizational learning manifested by a myriad of structural and normative impacts on the case school. Results reveal the effectiveness of TAMAM capacity building model illustrated in terms of the outcomes it achieved in building lead team members' leadership capacities that prepared them and motivated them to lead school improvement and in terms of its alignment with what the literature proposes as effective professional development approaches that build leadership capacity for improvement. Drawn from the study results, recommendations for practice are suggested, and recommendations for research are also proposed.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Within the political and social change climate and the expressed widespread dissatisfactions with the status quo during the Arab spring revolutions, education reform remains critical for the development of Arab societies (Faour, 2011). Despite the heightened interest and the resources invested, Arab students still fare poorly on the Trends in International Mathematics and Science Study (TIMSS) and in Programme for International Student Assessment (PISA) - international assessments that compare students around the world. Results on these tests repeatedly indicate that Arab students have poor performance scores that fall considerably below the international average (Faour, 2011). According to Faour (2011), these results are attributed to the traditional, teacher-centered pedagogy, and centralized authoritarian educational systems in Arab countries that result in dependent and submissive students who lack critical thinking, creativity, and problem-solving capabilities as well as values that promote democracy and effective citizenship. This requires an educational revolution that aims at graduating citizens with 21st century skills, values, and dispositions that promote democracy in the Arab world (Faour, 2011). Despite the growing awareness of the need for educational reform, Arab reform attempts failed in positively influencing schools, classroom practices, and students' achievement (Bashshur, 2005). Many associated the failure of these attempts with certain design characteristics related to the planning, implementation and evaluation of the reform initiatives and are shaped by the sociopolitical context of the Arab region (Karami-Akkary, 2014).

Statement of Problem

Based on a review of large-scale educational reform attempts in a representative group of five Arab countries: Morocco, Egypt, Lebanon, Jordan, and Qatar, Karami-Akkary and Rizk (2011) identified key shortcomings of Arab reform initiatives and concluded that certain common characteristics and challenges of educational reform in the Arab region are associated with these shortcomings. Additionally, Karami-Akkary (2014) reported that school reform initiatives in the Arab countries were mostly driven by political agendas and top-down mandates driven by centralized decision-making with an overreliance on outside “experts” and limited involvement of school-level practitioners (EL- Amine, 2005; Karami-Akkary & Rizk, 2014; MENA Report, 2008;). These reform attempts adopted or copied Western and international programs and “parachuted” them onto Arab schools without being mindful of the norms of the schools as well as the problems and needs of practitioners (Bashshur, 2005; Karami-Akkary & Rizk, 2014). Arab scholars seem to agree that the underlying belief guiding these reform initiatives is one that considers practitioners as obedient employees who lack the professional capacity to adjust to changes and consider professional growth as a real burden (Bashshur, 2005; El-Amine, 2005; Faour, 2012; Karami-Akkary, 2014). Bashshur, (2005), El-Amine (2005), Karami-Akkary and Rizk (2011) also agree that in the face of the demands of reform, little attention is given to the fact that school level practitioners lack the skills needed to implement and sustain innovative practices. Faour (2012) asserts that a “substantial proportion of teachers in most Arab countries at all school levels lack pre-service training and readiness for facing the challenges of a changing society” (p. 15). In sum, building capacity seems not to be considered a crucial antecedent for initiating school-based reform and achieving sustainable improvement in many Arab countries.

Additionally, the failure of these change initiatives to address the challenges of their implementation is attributed to the absence of clear strategies outlining their plans for implementation and evaluation (Karami-Akkary & Rizk 2011; Karami-Akkary, 2014). Mehta (2010) emphasizes the relationship between research policy and practice for reform to be sustainable. The 2008 Middle East and North Africa (MENA) development report states that the initiation and design of Arab reform programs and policies neither relied on evidence derived from evaluative measures nor prioritized monitoring and evaluation as two fundamental pillars guiding reform decisions and supporting change throughout the implementation process. Karami-Akkary, El Saheli Elhage, Mansour, Saredine, and Katerji (2016) stress on the importance of evaluation to support change with evidence and emphasized the importance of involving key stakeholders in this process to inform and refine their improvement process. Unfortunately, educational evaluation in Arab reform projects was considered more of a goal than a tool and/or basis for continuous improvement and the designing of reform program initiatives (Karami-Akkary et al., 2016). Arab education ministries rarely fund or support individuals and institutions to conduct evaluative research that focuses on diagnosing local educational problems and needs (Karami-Akkary et al., 2016). Karami-Akkary and Rizk's (2011) study shows that the data collected during and after reform attempts rarely originated from needs assessment activities, monitoring of programs during implementation or summative evaluation of impact. Moreover, in the rare occasions where evaluation is conducted, for certain Arab reform programs, there was a lack of stakeholders and practitioners' involvement and results were not fed back into the improvement process.

On the other hand, the scarcity of empirical research in the social sciences in the region (EL- Amine, 2009; Karami-Akkary & Rizk, 2012) has resulted in a poor culturally grounded

knowledge base that can inform education reform initiatives. This leaves educational policymakers highly reliant on ideas borrowed from the available literature (international, and mostly Western) as they go about designing and implementing their reform initiatives (Karami-Akkary & Rizk, 2012).

Considering these shortcomings, several Arab scholars agreed that there is an urgent need for a paradigm shift that triggers fundamental transformations in how educational reform ought to be designed, initiated and implemented in schools around the Arab world, and what role practitioners should play at the school level in order to initiate and implement this reform (Bashshur, 2005; El-Amine, 2005; Karami-Akkary & Rizk, 2011). The MENA (2008) development report recommends that Arab reform attempts need to decentralize the decision-making process, involve practitioners and all stakeholders in the reform planning process, and build professional capacity that is centered on supporting and sustaining the improvement initiative. Moreover, scholars recommended that educational research become closely connected to practice to increase its relevance to practitioners and policy makers (Karami-Akkary & El Saheb, 2018)

TAMAM is a new educational reform initiative in the Arab region, which combines research with development in order to support school-based improvement (Karami-Akkary & Rizk, 2011). The project designers aim at developing homegrown models to inform school-based reform in an attempt to overcome the barriers that hindered the success of existing attempts. Its main model consists of a design for building leadership capacity among teams of practitioners for school-based improvements. The TAMAM leadership capacity building design is a “bottom-up” model where “top-down” support is directed at facilitating effective implementation and sustainability of practitioners’ initiated innovative practices (Karami-Akkary & Rizk 2011;

Karami-Akkary, El Saheli Elhage, Sarieddine, & Katerji, 2013; Karami-Akkary, Saad, & Katerji, 2012; Lambert, Zimmerman, & Gardner, 2016). The project was launched in 2007 at the American University of Beirut based on a memorandum of understanding between the university and the Arab Thought Foundation, the main funder since that date 2007 (Karami-Akkary et al, 2012). TAMAM started out by being implemented in nine private schools in three Arab countries. In 2011, it completed its first phase during which it developed a culturally grounded model for building the leadership capacity in teams of schools to lead sustainable school improvement initiatives. In 2020, the project expanded and included 69 educational institutions in eight Arab countries, more than 600 practitioners (teachers, academic coordinators, and principals), 32 coaches, 32 researchers from 12 universities, and 20 policymakers from ministries of education and private educational institutions (2020; tamamproject.org). The project is considered a pioneer in the region in targeting school-based improvement through building leadership capacity at the individual and system levels (Lambert et al., 2016).

Rationale

Building leadership capacity among a broader number of school members plays a major role in building school capacity for sustainable improvement and in having sustainable school-based reform (Lambert, 1998, 2003; Lambert et al., 2016; Stoll, 2009). Developing teacher leadership is believed to be central to building collective and shared leadership capacity (Lambert et al., 2016). Lambert et al. (2016) indicate that for schools to have high leadership capacity there is a need to build among teachers skills for collaboration, problem-solving, reflection, and inquiry, as well as enable data-based and shared decision-making, responsibility and accountability, while keeping students' learning as the focus. Fullan (2016) claims that in that context, teachers acquire leadership skills that prepare them to reflect on issues, inquire

about new challenges, make decisions as a group, and, most importantly, initiate change instead of blindly executing top-down improvement initiatives that are imposed on them. Hence, teachers become active agents of change, and their collective leadership capacities become the driving vehicle for building the school's capacity for sustainable improvement.

Senge (1990) and King and Newmann (2001) relate building school capacity to organizational learning and self-renewal. Organizational learning depends on the learning of the individual, group, and the organization as a whole through learning opportunities that involve collaboration, inquiry, and questioning of the deep taken for granted assumptions and values to develop new professional norms and values possessed and shared among school members (Collinson et al., 2006). Enhancing the learning of individuals, disseminating this learning to all school members, and providing a democratic and supportive structure for organizational systems are factors that are associated with fostering schools' organizational learning and self-renewal (Collinson et al., 2006; Silins et al., 2002).

Building capacity for improvement in schools requires a major reframing of the existing practices of professional development and learning. Effective professional development (PD) positions teachers as active participants and proactively self-directed learners and allows more collective participation and active learning among them to elicit their professional values, skills, and competencies. Professional development that is embedded in teachers' continuous and ongoing experiences and that fosters collaboration among teachers, reflective practice, problem-solving, inquiry, and action research promotes teachers' leadership skills essential for building school capacity that facilitates improvement and enhances its sustainability in the schools (Fullan & Hargeaves, 2016; King & Newmann, 2001; Mitchel & Sackney, 2011). Besides, professional learning opportunities that acknowledge teachers' competences and enhance them, foster

teachers' autonomy by involving them in PD planning and decision-making processes, and supporting their need for relatedness through collaboration and interactive relationships, (Angeline, 2014; Hill, 2015). Consequently, the latter is considered to augment teachers' self-determined motivation and affects teachers' intent and commitment to change (Angeline, 2014; Hill, 2015). Webster-Right (2009) reported that the literature on professional learning is scarce: Not much research has been conducted neither on the perspectives of those participating in the professional development activities nor on nature and impact that this experience has had on promoting their professional learning.

On the other hand, collaborative evaluation is considered a tool for learning at the individual and organizational levels and is recommended to be used throughout all stages of reform programs (Campbell, 2013). Its design greatly values the participation of stakeholders. It engages them in reflection and inquiry within their context leading to the development of skills that are key elements for building their capacities for sustainable school improvement and organizational development (Campbell, 2013; Patton, 2004, 2008).

In the Arab context, Karami-Akkary and Al-Sahib (2018) review of Arabic literature of educational administration recommends that Arab researchers need to work on more evaluative studies for the quality control of improvement initiatives and reform programs. They argue that engaging in collaborative evaluation helps build theoretical understandings that can enhance the knowledge base on effective school improvement practices and inform educational policies (Karami-Akkary et al., 2016).

As a school-based improvement initiative in the Arab context, the TAMAM project is designed to prepare teams of practitioners at the school level to plan, implement, and sustain

teacher-driven improvement initiatives that are both useful and effective for teachers and schools in their local contexts (Karami-Akkary & Rizk, 2011). TAMAM aims at building leadership capacity through engaging practitioners in collaborative inquiry and reflective skills, empowering those practitioners with new habits of mind (Karami-Akkary & Rizk, 2012). Teachers in TAMAM are invited to become active learners, autonomous, self-directed, and proactive professionals who engage in producing actionable knowledge as well as in being change agents in their organizations (Karami-Akkary & Rizk, 2012). Action research is emphasized and used as a vehicle for reflective practice and positive change in schools (Karami-Akkary & Rizk, 2011). TAMAM project involves an extensive collection of data so as to monitor all its activities starting from the project design, implementation, monitoring steps, to its extensive evaluation process (Karami-Akkary et al., 2013).

Despite TAMAM increasing popularity among Arab schools, evaluation of the impact of its capacity building model is still limited. To date, the Project Steering Team (PST) completed one evaluation of the impact of the project (Karami-Akkary et al., 2016). This thesis aims to examine the effectiveness of the capacity building program and explore its impact on one of the participating schools that have recently completed this program. This research study focuses on the capacity building model of TAMAM and not the whole TAMAM reform model. Hence, it examines the effectiveness of TAMAM's capacity building model on the professional learning of the school team members and its impact on the motivation of the school team members and on the school organizational learning from the perspectives of the members of a team of practitioners who have participated in designing, implementing and evaluating the capacity building model. The definitions of effectiveness and impact terms adopted in this research study are as follows. When examining the effectiveness of a program, we are checking if the goals set

by the program designers are achieved after completion of the planned (Boulmetis & Dutwin, 2014). In the context of capacity building programs, the program's effectiveness "is measured in terms of substantive changes in knowledge, attitudes, or skills on the part of the program's clients" (Boulmetis & Dutwin, 2014, p. 6).

On the other hand, program impact is the extent to which long-term and indirect, sustained changes occur in a target population (Boulmetis & Dutwin, 2014, p. 7). Impact evaluation finds out not only what works but also why; it maps the causal chain from inputs to outcomes to impact and tests the underlying assumptions shedding light on the why question (Whitte, 2009). This research study examines the effectiveness of TAMAM's capacity building model in reaching its desired changes in the professional knowledge, skills, and attitudes of the school team members and explore its impact on the motivation of the school team members and in the school organizational learning in terms of its professional norms and structure.

Research Questions

For the purpose of this study, the following questions will be addressed:

1. To what extent and in what ways did TAMAM's capacity building model improve the school team members' knowledge, skills and attitudes according to TAMAM's competencies and school-improvement journey?
2. In what ways did the TAMAM capacity building model promote school team members' motivation to commit to engage in improving their own school and to sustain their commitment for school-based improvement?

3. What is the impact of TAMAM on the school's organizational learning (professional norms and structure) from the perspective of the head of school advisory board, school principal, and PST members?

Significance of the Study

This thesis is part of the evaluative research that can present theoretical understandings on effective school improvement strategies, implementation plans, and practical actions for building schools' capacity for educational reform that can enhance the knowledge base (Karami-Karami-Akkary et al., 2016). It has several implications for theory and practice. As for theory, it adds to the scarce literature and empirical data on capacity building in the field of school-based improvement and reform in the Arab World. It evaluates the effectiveness of the TAMAM capacity building model and adds the findings to the existing literature about it. This evaluative research can present evidence that helps to generate theoretical understandings to enhance the knowledge base on effective school improvement practices and inform educational policies grounded in the cultural context (Karami-Akkary et al., 2016).

As for implications to practice, this study provides evidence of the effectiveness as well as shortcomings of the TAMAM capacity building model in one of its participating schools to those directing and funding it. It also provides the designers of TAMAM with evidence on the nature of its impact. In addition, it offers the leaders of the participating case school evidence-based insights into the conditions that can help sustain the impact or figure ways to enhance the areas that still need improvement. At a larger scale, the findings of such an evaluative research paper can also be helpful to other schools' practitioners and leaders in similar contexts as well as coaches and university educators involved in building capacity for schools' improvement. Also,

for policymakers in the Arab context, this evaluation research sheds light on the importance of research-based evaluation of reform initiatives to test their effectiveness and customization to our context, make evidence-based judgments, and properly allocate funding and support.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature and situates the study within the existing body of knowledge on professional development and school-based improvement. It starts with conceptualizations of building capacity and building leadership capacity for sustainable school improvement. Next, the aspects of professional development that promote building capacity for sustainable school improvement are elaborated. The chapter then explores how effective professional learning opportunities can promote teacher motivation and commitment to learning and change. Afterward, the chapter explores the basic assumptions associated with organizational learning. Finally, the chapter emphasizes the importance of collaborative evaluation to examine and ensure the effectiveness and sustainability of school improvement and organizational development initiatives.

Building School Capacity for Sustainable School Improvement

Effective and sustainable school reform requires continuous capacity building rather than quick and short-term professional development interventions (Stoll, 2009). According to Hargreaves (2001), this capacity allows schools to cope and maintain their high standards in continually changing, irregular, and complex environments. Scholars differed in their views of the focus of capacity building needed for sustainable school improvement. While some focused on organizational development, many viewed building the individual capacity of a broad range of stakeholders essential to ensure the success of school-based improvement initiatives and the sustainability of their impact (Lambert, 1998, 2003; Lambert et al., 2016; Newmann et al., 2000). On the other hand, Mitchell and Sackney's capacity building (2011) emphasizes the importance

of building professional learning communities characterized by strong personal, interpersonal, and organizational capacities to allow lasting improvement. Stoll (2009) stresses the interconnectedness of individuals learning with that of the organization as a whole; this view meets with Senge (1990) and King and Newmann (2001), who emphasize the importance of organizational learning and development and not only that of individuals.

Despite these variations in scholars' views of school capacity, they all agree on its importance for schools' effectiveness (Mahdi, 2012). Many scholars seem to converge on the factors that enable schools to develop their capacity for sustainable improvements. Mitchel and Sackney (2011) claim that for schools to build their capacities, they need to have: shared vision and goals among school personnel, collective professional learning, ongoing experimentation, and data-based decision-making, and a culture of teamwork, trust, and collaboration among school members. They also pointed out that it is critical for the school to have a leadership that fosters capacity building for school improvement. Lambert (1998) adds the need to have clear procedures, policies, work structures, time, and human resources. According to Hopkins and Reynolds (2001), capacity building involves developing strategic plans and using external supports rather than only developing teachers' learning. Harris (2001) highlights the importance of external sources of support as indispensable factors for building capacity for school improvement.

In sum, scholars agree that capacity building is necessary for effective and sustainable school reform. Although many scholars explored the factors and characteristics that enable schools to develop their capacity for sustainable improvements, little is found in the research on capacity building and the processes and strategies that schools can follow to build this capacity

(Bain et al., 2011); hence, building school capacity remains a challenging and an ambitious goal for policymakers and educational practitioners alike (Dinham and Crowther, 2011).

Building leadership capacity among a broader number of school members is essential to ensure the success of school-based improvement initiatives and the sustainability of their impact (Dimmock, 2012; Guhn, 2009; Harris & Young, 2000; Lambert, 2003). Lambert (1998) claims, “the school must build its leadership capacity if it is to stay afloat” (p.4). Developing teacher leadership is believed to be central to building collective and shared leadership capacity (Lambert, 2003). Lambert et al (2016) indicate that for schools to have high leadership capacity there is a need to build collaboration, problem-solving, reflection, and inquiry among teachers, as well as data-based and shared decision-making, develop shared responsibility and accountability, and keep students’ learning as the focus. Hence, teachers become active agents of change, and their collective leadership capacities become the driving vehicle for building the school’s capacity for sustainable improvement. Little (2003) assures that there has been a move towards developing teacher leadership, with an emphasis on collective leadership in which teachers develop expertise by working collaboratively. While Little (2003) asserts that teacher leadership has beneficial effects on school improvement, school and teacher effectiveness, and teacher motivation and retention, she argued that the right conditions need to be in place in order for teacher leadership to flourish.

In light of the emerging new conceptions of what constitutes school capacity building for sustainable improvement, there is a need for a major reframing of the existing practices of professional development and learning. Factors of professional development that promote building capacity for sustainable school improvement are elaborated in the section that follows.

Professional Development that Promotes Capacity Building

There are divergent conceptual models of professional development (PD). Some are traditional, imposed on teachers, while others involve them and promote continuous learning. However, scholars seem to agree that effective professional development is one that is embedded in teachers' continuous and ongoing experiences and that fosters collaboration among teachers, reflective practice, problem-solving, inquiry, and action research promotes teachers' leadership skills essential for building school capacity that facilitates improvement and enhances its sustainability in the schools (Fullan & Hargeaves, 2016; King & Newmann, 2001; Mitchel & Sackney, 2011).

In light of the above, there are increasing calls to reframe professional development by shifting the focus from the approaches typically followed to teacher professional learning (Webster-Right, 2009). The dominant conception of professional development considers teachers as deficient and in need of traditionally prescribed PD programs that are easily delivered to them (Webster-Right, 2009). Others found that teachers mostly receive planned, occasional, and discrete workshops and PD programs (Darling-Hammond, 2009). Wilkinson (2003) designated these programs as traditional and explained that they are top-down directed programs, with no teacher engagement, no follow up, and no direct relation to content. Such PD programs are often found to be ineffective. In a study by Wilkinson (2003) in which he combined both qualitative and quantitative methods, including a self-administrated questionnaire for teachers' perceptions and standards-based instruments for measuring students' mean scores. Results show that students' mean scores in schools following such PD approach are lower in reading, writing, and math than those of students in schools following the nontraditional or systematic (as she names it) PD approach (Wilkinson, 2003). As for teachers' perceptions, significant differences are noted where

collaboration, follow up, ongoing continuous learning, and focus on instruction are more evident in systematic PD than traditional PD approach (Wilkinson, 2003).

Nontraditional professional development programs, however, have been conceptualized differently. Webster defines her conception of professional development as continuous professional learning (CPL), which focuses on the professional growth and learning that happens in the day to day lives of teachers during practice. She introduces a new notion which she referred to as authentic professional learning. CPL programs focus on learning rather than development, thus shifting the emphasis from passive and delivered PD into continuous experiential learning (Webster-Right, 2009). Professional learning is a holistic experience that is context-specific and sensitive to the needs of the teachers (Webster-Right, 2009).

Wilkinson (2003) refers to these professional development programs as systematic PD programs, Darling-Hammond (2009) characterizes them as effective PD programs, and Sergiovanni (2007) names them as reform-type PD programs. These professional development programs share the following characteristics: long term, active, experiential, continuous, interactive, collaborative, innovative, reflective, context-related, practice-embedded and content-related and planned according to teachers' needs. In Wilkinson's (2003) study, teachers reported that these professional development programs result in more collaboration among each other, more learning to them, and positively affect their instruction. As for teachers' conceptions about these programs, significant differences between both approaches of PD are noted where collaboration, follow up, ongoing continuous learning, and focus on instruction are more evident in systematic PD than traditional PD approach (Wilkinson, 2003). In sum, scholars claim that effective professional development programs ensure transformative and lifelong learning for

teachers (Webster-Right, 2009), and help them acquire leadership skills that make them better learners (Fullan & Hargeaves, 2016).

On the organizational level, effective professional development programs are reported to impact the organizational climate when they are aligned with organizational goals; build collaboration and collegial relationships among teachers; provide coaching to teachers; and support new teachers with mentoring and induction programs (Darling-Hammond, 2009). This level of impact can be achieved by providing structures and opportunities for mutual learning, common planning, peer evaluation through videotaping and critique, and peer observation (Darling-Hammond, 2009).

Collaborative professional learning is widely discussed in the literature of professional development as a critically important characteristic of effective PD design. Collaborative professional learning is also discussed in relation to turning the school community into a learning community where the teachers' learning is as vital and strategic as students' achievement. A study by Musanti and Pence (2010) clearly relates teachers' development to their collaboration since, through the process of collaboration, teachers are found to let go of resistance, construct knowledge, and navigating identities. The study involved the creation of seven collaboration center classrooms in different schools, which consisted of teachers, some of which were selected as co-facilitators who had intensive seminars and sessions to act then as collaborative coaches with their school teachers. At the beginning of the project, teachers resisted peer observations, peer evaluation, and discussion of each other's practices and limitations. However, classroom visits and peer conversations that involved sharing teaching stories and reflections and providing feedback to each other challenged teachers' knowledge and promoted collaborative interactions between them. At the conclusion of the study, teachers reported that as a result of the

collaborative professional learning experiences, they valued their interdependences; they felt less isolated and viewed themselves as knowledge constructors and continuous learners.

In another study by Hickey and Harris (2005), nine teachers were asked to present a particular effective teaching practice during their participation in a professional day and to rate their impressions on the effect their experience had on creating togetherness, collaboration, leadership, and improving teacher performance. Findings showed that they considered the increase in collaboration, an overall positive experience that is reflected in teaching effectiveness, research, inquiry, and empowerment. A third study by Cosner (2009) with eleven principals shows that when principals decided to increase staff interactions and allow them to collectively problem-solve, mentor each other, and lead discussions, this strengthened teachers' leadership skills and build trust between them. Engaging more stakeholders in collaborative professional learning experiences establishes a culture of collaborative professionalism, which eventually fosters meaningful professional learning and development (Fullan & Hargreaves, 2016).

Moreover, regular teachers' engagement and collaboration that involve discussing and solving collectively the daily challenges faced by teachers are found to incite their leadership capacities for change initiatives (Sargent & Hannum, 2009). The positive relationship between collaborative professional learning and building leadership capacity for school improvement is best described by Fullan (2016). He explains that teachers learn how to reflect on issues, inquire about new challenges, make decisions as a group, and, most importantly, find support to initiate change and to critically implement top-down improvement initiatives.

In addition to professional collaboration, professional development designs that include action research as a learning experience are reported to help teachers become inquirers,

reflective practitioners, and capable of making evidence-based decisions. The latter are skills and practices that contribute in building school capacity (King & Newmann, 2001; Mitchel & Sackney, 2011). According to Sergiovanni (2007), professional development, which allows teachers to problem solve, reflect on practices, and share them with others builds capacity for school improvement. Action research can be characterized as a whole gamut of activities. It involves defining the problem, collecting the data, reviewing the literature, finding solutions, planning actions, monitoring and evaluation (McNiff,1996). The latter can be carried out by teachers to reflect on their own practices and try systematically to understand and improve them leading to greater accountability for their performance (McNiff, 2002). Collaborative action research and critical reflection transform adults' learning from individuality to collectivism and are essential for inducing deep social and organizational change (Brydon-Miller & Maguire, 2009; Mezirow, 1997). Snell and Swanson (2000) found that as teachers developed high levels of expertise, collaboration, reflection, and empowerment, they build their leadership capacity and emerge as leaders and agents of change in their educational settings.

Lastly, scholars have found that the effectiveness of professional development and its impact on building school capacity can be enhanced if teachers or practitioners contribute to the planning, monitoring, and evaluation of the professional development programs. Herner-Patnode (2009) noted the importance of including educators and other major stakeholders in the planning process and the setting of goals for PD, which often results in an improved ability for participants to translate their experiences more effectively in the classroom. Darby (2008) assures that teachers' involvement in the planning process for improving their practices as the means to improving their schools, enables them to acquire several skills such as leadership, collaboration, reflection, self- efficacy, and, above all, accountability.

In sum, professional development that promotes building school capacity has to be embedded in teachers' daily experiences, involves practitioners in its whole process of planning, implementation, monitoring, and evaluation, and fosters collaboration, collegiality, reflection, inquiry, and action research. As Mitchel and Sackney (2011) summarize it, for capacity building to be effective, schools' professional development needs to tackle teachers' knowledge, skills, and competences; should be of high quality, coherent, and has clear objectives targeting students' and teachers' learning of collaboration, reflection, and inquiry. This kind of professional development will result in a positive experience for teachers as well as an increase in key skills for building collective leadership capacities that are the driving vehicle for the school's capacity for sustainable improvement and transformational learning and change.

Teachers' Motivation and School Improvement

Change is a gradual and difficult process that requires providing encouragement, support, and continuous feedback to teachers to overcome the initial collapse in their confidence (Tschannen-Moran, Hoy & Hoy, 1998). Creating flexible organizational structures, providing leadership support, and supportive working conditions for teachers within an organization greatly enhance their motivation (Hoy & Miskel, 2008; Owens & Valesky, 2011; Tschannen Moran, Hoy & Hoy, 1998). Change initiatives and professional learning opportunities that promote teachers' need for competence, autonomy, and relatedness enhance their intrinsic motivation and affect their commitment to change (Angeline, 2014; Hill, 2015; Schieb & Karabenick, 2011).

Motivation is the process by which goal-directed behavior is activated and sustained (Shunck, 2009). Motivation and behavior in school settings are linked and correlated with each other (Owens, 1998). Different approaches explain motivation, behavioral, humanistic,

cognitive, and social approaches that result in two major types of motivation, extrinsic, and intrinsic motivations. Intrinsic motivation refers to the fact of doing an activity for itself and the pleasure and satisfaction it induces. That is, motivation lies within the individuals' internal capacities, feelings, aspirations, needs, thoughts, and attributions (Owens, 1998; Vallerand et al., 1992). On the other hand, extrinsic motivation refers to the rewards and reinforcements that energize and sustain behaviors (Santrock, 2006). The latter states that behavior is either strengthened and maintained if followed by positive outcomes (i.e., reward or reinforcement) or weakened and decreased if followed by negative consequences (i.e., punishment) (Santrock, 2006).

Some theorists developed comprehensive views on motivation (Angeline, 2014), one of which is self-determination theory (SDT) (Angeline, 2014; Hill, 2015) which explains the relationship between extrinsic and intrinsic motivation as lying on a continuum that reflects the level of internalization (Angeline, 2014; Hill, 2015). The continuum reflects several degrees of self-determination, from less internalized or extrinsic motivation to intrinsic motivation. The more internalized the regulation, the more the motivation level is self-determined (Hill, 2015). Moreover, SDT postulates that people have three fundamental needs for their motivation, competence, autonomy, and relatedness (Angeline, 2014; Hill, 2015). Competence describes an improved person's ability and enhanced mastery to meet challenges faced by an activity (Angeline, 2014). Autonomy refers to behaviors embraced by people as a result of their free choice and a sense of interest and enjoyment (Angeline, 2014). Relatedness refers to the sense of connectedness and responsibility to others and the institution (Angeline, 2014; Hill, 2015). SDT provides the framework for this study, as it helps illustrate the relationship between motivation and professional development.

Hill's (2015) study on grades seven to twelve mathematics teachers who attended a required two-year professional development program used the SDT model to indicate the relationships between teachers' motivation, participation in PD, and intent to change their teaching practices. The characteristics of effective professional development promote teachers' needs for competence, autonomy, and relatedness. When PD development is content-based and subject-related (to mathematics here); it meets teachers' need for competence and enhances their self-determined motivation (Hill, 2015). Involving teachers' initiatives in organizational change fosters their autonomy. And finally, teachers' need for relatedness is supported when provided with time for collaboration and building relationships with other teachers (Hill, 2015).

Similarly, and in relation to competence and autonomy, Schieb and Karabenick (2011) claim that are motivating teachers to attend PD requires that programs provide various classroom strategies, pedagogical methods, and enhanced subject material. Also noted is the importance of including educators and other major stakeholders in the planning process and the setting of goals for PD, which often results in an improved ability for participants to translate their experiences more effectively in the classroom. Vaughan and McLaughlin (2011) reported in a study on reading teachers that teachers who took ownership of their learning and decision-making during professional development activities had a stronger level of change. This idea of taking ownership over one's learning and decision-making develops both autonomy and competence. Angeline's (2014) study also shows that veteran music teachers' autonomy and competence are ignited when sharing their voice and expertise, showing their leadership capacities, and contributing to their self-professional development that serves their own needs.

In relation to collaboration and relatedness, Angeline (2014) adds that taking a lead role in school committees or building teams provided an opportunity for the music veteran teachers to

share their experience and guide innovation and change process. Hence, increased teachers' competence, autonomy, and relatedness result in more self-determined motivation.

Similarly, Musanti and Pence (2010) showed that teachers clearly related their self-growth and development to their collaboration since, through the process of collaboration, teachers are found to value their interdependences; they felt less isolated and viewed themselves as knowledge constructors and continuous learners. Wilkinson (2003) also showed how effective professional development, which provides peer collaboration and support, reduces isolation and enhances teacher motivation.

Furthermore, Hill (2015) found some influence on teachers' participation in PD on their resulting intent to change. The more successful and useful is teachers' learning and experience in professional development programs, the more strengthened is their resulting intent and commitment to change will again influence teachers' motivation and participation in more future professional development programs and change initiatives (Hill, 2015). Hence, Hill (2015) suggests that influences between motivation, participation, and intent to change are cyclical (Hill, 2015). Similarly, Angeline (2014) claims that when music veteran teachers act as active members in their positions, their increased feelings of relatedness assume greater responsibility and accountability to their departments, schools, and districts.

To conclude, change initiatives and professional learning opportunities that promote teachers' need for competence, autonomy, and relatedness enhance their intrinsic motivation and affect their commitment to change (Angeline, 2014; Hill, 2015; Schieb & Karabenick, 2011). PD programs that acknowledge teachers' competences and enhance them, foster teachers' autonomy and involve them in PD planning and decision-making processes, and support their need for

relatedness through collaboration and interactive relationships, augment teachers' self-determined motivation. Consequently, the latter cyclically affect teachers' intent and commitment to change.

Organizational Learning and Development

Senge (1990) and King and Newmann (2001) relate school capacity to organizational learning and development. The literature on organizational learning is rich, and there are several definitions of this term. Collinson, Cook, and Conley (2006) abridged the prevailing theories of organizational learning and synthesized five assumptions associated with organizational learning. Collinson et al. (2006) five assumptions on organizational learning are: First, organizational learning is multilevel; it depends on the learning of the individual, group, and the organization as a whole. Second, organizational learning involves inquiry and questioning of the knowledge, norms, and values in use. Third, organizational learning is dependent on the shared and tacit meanings and understandings among members. Fourth, organizational learning involves both behavioral and cognitive changes. Fifth, organizational learning fosters new knowledge, norms, and values in use. In other words, organizational learning fosters cognitive learning and change in individuals and groups that involve inquiry and questioning of their deep taken for granted assumptions and values to develop new professional norms and values possessed and shared among school members. Hence, behavioral change of practices and operations in organizations occurs as a result of organizational learning.

Practically, schools that function as learning organizations aim at being self-renewing (Collinson et al., 2006). Self-renewing schools are flexible and adaptive schools to the rapid changes in the competitive environment and the needs of all school members (Berends et al.,

2002). Scholars provide several conditions and factors that foster schools' organizational learning and self-renewal. Enhancing the learning of individuals (Collinson et al., 2006) and providing staff with opportunities that cultivate and develop their knowledge, competencies, and performance capabilities (Fullan, 2000; Hoy & Miskel, 2008; Silins, Mulford, & Zarins, 2002) are essential for organizational learning and self-renewal. These learning opportunities require inquiry, questioning, problem-solving, data collection, and analysis (Collinson et al., 2006).

In a study on Australian secondary schools, Silins et al. (2002) found that learning organizations support teachers' experimentation in which they actively seek information to improve their work. Another factor that fosters schools' organizational learning is the dissemination of this individual learning to all school members (Collinson et al., 2006). Collective learning occurs through daily interaction, dialogue, and collaboration between school members (Collinson et al., 2006; Sergiovanni, 2007) in a trusting and collaborative climate (Silins et al., 2002). Hoy and Miskel (2008) assure that as individuals engage in social interaction and professional collaboration in school settings, common conceptions of desirable and acceptable behavior develop and as a result new shared values arise setting the foundation for the new professional norms that take holds shaping practice in the school organization.

Besides, Collinson et al. (2006) consider that individual and collective learning in a learning organization are associated with a democratic model of governance that values building school capacity. Learning organizations allocate more time for teachers and provide them with sufficient resources to promote their professional development (Silins et al., 2002). The structural organization of the school is flattened, and control and authority become more open and shared. Teachers acquire more power in the organizational decision-making process as rules and procedures become shared (Hoy and Miskel, 2008; Collinson et al., 2006; Silins et al.,

2002). Members of the staff are viewed as professionals who have the expertise and competence to make important organizational decisions. Teachers are active participants in all aspects of school functioning such as school policy formulation, review of current practices, establishing future directions, and sharing information with parents and the community (Silins et al., 2002).

In conclusion, organizational learning is multilevel; it hinges on the learning of the individual, group, and the organization as a whole. It also involves the practice and valuing of inquiry and questioning of the deep taken for granted assumptions and values in use and the willingness to develop new professional norms and values possessed and shared among school members. Enhancing the learning of individuals, disseminating this learning to all school members, and providing a democratic and supportive structure for organizational systems are factors that foster schools' organizational learning and self-renewal.

Evaluation

A survey of the Arab and Western literature about program evaluation reveals that most evaluations, if done, are planned at the end of reform programs and mainly for obtaining or sustaining funding sources (Campbell, 2013; Karami-Akkary et al., 2016). Evaluation scholars have long advocated that monitoring and evaluation procedures are necessary at all stages of improvement programs, that is, during the needs assessment, planning, implementation, and outcomes (Campbell, 2013). Patton (2008) defines evaluation as, “the systemic collection of information about activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and/or increase understanding” (p. 39). It is a process in which a great amount of data is gathered through various procedures from different sources. Then, this information is interpreted to make some important decisions based on the research results. Evaluation of the

program's effectiveness "is measured in terms of substantive changes in knowledge, attitudes, or skills on the part of the program's clients" (Boulmetis & Dutwin, 2014, p. 6). When looking at the effectiveness of a program, we are checking if the activities did what they were supposed to do and reached the desired goals and objectives (Boulmetis & Dutwin, 2014). On the other hand, program impact is the extent to which long-term and sustained changes occur in a target population (Boulmetis & Dutwin, 2014, p. 7). Impact evaluation finds out not only what works but also why; it maps the causal chain from inputs to outcomes and impacts and tests the underlying assumptions shedding light on the why question (Whitte, 2009).

Collaborative and participatory evaluation, in particular, involves stakeholders in this process, shares knowledge and decision-making with them, and provides a thorough and thick description of the research context (Patton, 2004, 2008). According to Patton (2004, 2008), collaborative and participatory evaluation is related to building capacity for organizational development and improvement. Collaborative evaluation employs the responsive constructivist evaluation that is different from objective, judgmental, positivist, and conventional evaluation research paradigm (Guba & Lincoln, 1989). The latter evaluation approach has a rigorous design and uses objective measures and instruments; the participation of stakeholders is minimal and decision-making is centralized and controlled by the evaluator (Campbell, 2013). On the other hand, collaborative constructivist evaluation is "stakeholder-centered"; it solicits stakeholders' claims, concerns, and issues that serve as the foci and base for what information is needed (Campbell, 2013; Guba & Lincoln, 1989). According to Macbeath (2005), best school evaluation is done by faculty members themselves where teachers need to be continuously evaluating their work to develop and grow and thus benefit the institution they're working in. External inspectors' reports can only tell a partial story; they can be a supporting source of evidence. Self-

critical schools are information-rich; they know how to tell their story for themselves (Macbeath, 2005). In collaborative evaluation, the evaluator examines stakeholders' beliefs, understands them, and engages in dialogue to reach consensual beliefs in a collaborative and inclusive process. Stakeholders' perceptions are framed in cultural circumstances that deepen the inquiry process (Campbell, 2013; Guba & Lincoln, 1989). Collaborative evaluation is an educative process that leaves everyone more informed and sophisticated than before (Guba & Lincoln, 1989).

The evaluator in collaborative evaluation is a collaborator who honors stakeholders' inputs and learns from them to shape reality and leads the reconstruction process for action to change (Campbell, 2013; Guba & Lincoln, 1989). In collaborative or participatory evaluation, the evaluator is a neutral party and a facilitator to the process and not the content of the evaluation (Benne & Garrad, 2008). The role of each participant is clarified and the evaluator facilitates the full expression of ideas, thoughts, and claims of participants and makes sure that he or she has no discrepancy in the understanding of participants' ideas (Benne & Garrad, 2008).

The quality of collaborative and participatory evaluation relies on knowing and understanding the organizational structure and culture as well as the community and program contexts. It also hinges on engaging all stakeholders involved from the beginning till the end of the evaluation process (Campbell, 2013; Patton, 2004, 2008). Involving stakeholders in this collaborative evaluation process fosters their acquisition of reflection, inquiry, and research skills important for building school capacity for sustainable improvement (Campbell, 2013; Patton, 2004, 2008). Questioning, decision-making, and interpretation of data throughout the process of evaluation increase the learning and growing at the individual and organizational levels (Campbell, 2013; Patton, 2004, 2008). The role of teachers as researchers contributes in their

professional development (Macbeath, 2005), which will, in turn, build their leadership capacity for school improvement.

In sum, collaborative evaluation is a tool for learning and growing at the individual and organizational levels. It is needed throughout all stages of reform programs and requires a thorough and thick description of the research context. Collaborative evaluation greatly values the participation of stakeholders. It engages them in questioning, reflection, and inquiry skills that are key elements for building their capacities for sustainable school improvement and organizational development.

Conclusion

In conclusion, building school capacity and leadership capacity among a broader number of school members play a major role in having successful school-based reform and sustainable improvement (Lambert, 1998, 2003; Lambert et al., 2016; Stoll, 2009). It requires a major reframing of the existing practices of professional development and learning. Professional development that is embedded in teachers' continuous and ongoing experiences and that fosters collaboration among teachers, reflective practice, problem-solving, inquiry, and action research promotes teachers' leadership skills essential for building school capacity that facilitates improvement and enhances its sustainability in the schools (Fullan & Hargeaves, 2016; King & Newmann, 2001; Mitchel & Sackney, 2011). Moreover, such professional development supports teachers' need for competence, autonomy, and relatedness, which enhance their intrinsic motivation and affect their commitment to change (Angeline, 2014; Hill, 2015; Schieb & Karabenick, 2011). Organizational learning depends on the learning of the individual, group, and the organization as a whole through learning opportunities that involve collaboration, inquiry,

and questioning of the deep taken for granted assumptions and values to develop new professional norms and values possessed and shared among school members (Collinson et al., 2006). Providing a democratic and supportive structure is necessary for systems to foster organizational learning and self-renewal (Collinson et al., 2006; Hoy & Miskel, 2008; Silins et al., 2002). Finally, collaborative evaluation is needed throughout all stages of reform programs and requires a thorough and thick description of the research context (Campbell, 2013). Collaborative evaluation greatly values the participation of stakeholders and engages them in questioning, reflection, and inquiry skills that are key elements for building their capacities for sustainable school improvement and organizational development (Campbell, 2013; Patton, 2004, 2008).

CHAPTER III

RESEARCH METHODOLOGY

Introduction

Chapter III describes the methodology of this thesis. It explains the research design, the context of the study, the study site and participants. The chapter then continues to describe the analytical framework and evaluation criteria used, the data collection tools, data analysis utilized to interpret meanings emerged, as well as the strategies applied to ensure quality criteria.

This research study is a collaborative evaluation case study of one of the participating schools in the TAMAM project to examine the impact of the professional learning experience based on the TAMAM's capacity building model on the team members and the structure and norms of the school as an institution. First, it examines the impact of the learning experience on the team members' acquisition of the TAMAM competencies as measured in terms of the growth in the knowledge, skills and attitudes of team members targeted by the model to prepare them for leading school-based improvement. Second, the study examines the team perception of the changes in their motivation towards school improvement in general and school-based improvement in specific. Third, it explores the impact of participation in TAMAM on the school organizational learning from the perspectives of the school leadership, the TAMAM school leadership team, as well as project steering team members.

Research Questions

This study addresses the following questions:

1. To what extent and in what ways did TAMAM's capacity building model improve the school team members' knowledge, skills and attitudes according to TAMAM's competencies and school-improvement journey?
2. In what ways did the TAMAM capacity building model promote school team members' motivation to commit to engage in improving their own school and to sustain their commitment for school-based improvement?
3. What is the impact of TAMAM on the school's organizational learning (professional norms and structure) from the perspective of the head of school advisory board, school principal, and PST members?

Research Design

This study is an evaluative case study research. It follows a qualitative design that also adopts a collaborative evaluation approach. It is based on the philosophy of interpretivism (Gall et al., 2010) and employs descriptive-interpretive research methodologies. The assumptions of interpretivism consider social reality as constructed by human beings and not objective (Gall et al., 2010). Making sense of the world and meanings of objects comes from the perspectives and actions of practitioners /human beings. So, social reality and phenomena are individuals' production (Gall et al., 2010). Case studies have been distinguished from other research designs by what Cronbach (1975) calls "interpretation in context" (p. 123). Yin (2018) suggests that if the researcher is attempting to answer how and why questions, then the use of a case study has its distinct advantages. Case-studies often allow the examination of nearly all learning experiences that an individual has during a particular study period (Merriam, 1998, 2015; Yin, 2018). This case study permits the researcher to inspect the participants' learning experiences in a particular setting and within a specified period (Merriam, 1998, 2015; Yin, 2018).

As a collaborative evaluation, this study follows the guidelines of the responsive constructivist evaluation approach that is different from objective, judgmental, positivist, and conventional evaluation research paradigm (Guba & Lincoln, 1989). The latter evaluation approach has a design that uses objective measures and instruments; the participation of stakeholders is minimal, and decision-making is centralized and controlled by the evaluator. On the other hand, collaborative constructivist evaluation applied in this study is “stakeholder-centered”; it solicits stakeholders’ claims, concerns, and issues that serve as the foci and base for what information is needed (Campbell, 2013; Guba & Lincoln, 1989). In collaborative evaluation, the evaluator examines stakeholders’ beliefs, understands them, and keeps on revising its interpretation of them until consensual beliefs are reached in a collaborative and collective negotiation process. Moreover, within an interpretive paradigm, stakeholders’ perceptions are framed in cultural circumstances that deepen the inquiry process (Campbell, 2013; Guba & Lincoln, 1989).

Context of the Study

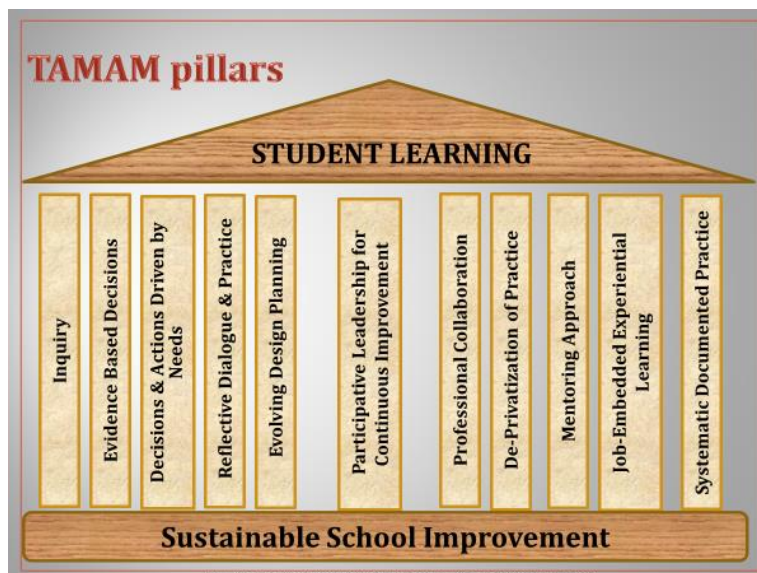
TAMAM is an Arab school improvement initiative that aims at building leadership capacities for change and integrating and sustaining the school-based improvement culture in educational institutions dedicated to school-based reform (Karami-Akkary et al., 2016). Participation in TAMAM is voluntary and participating school teams are selected among those committed to lifelong learning to serve student learning in collaboration with other practitioners in their institutions, local communities, university academicians and policy makers at the national, Arab and international levels (Karami-Akkary et al., 2016). TAMAM capacity building program builds individual capacity for inquiry, reflective dialogue and practice, evidence-based decisions, evolving design planning, systematic documented practice, professional collaboration,

mentoring, and leadership for change among the members of the participating school teams while promoting de-privatization of practice, and decisions and actions driven by needs (Karami-Akkary et al., 2016). All these constitute TAMAM (see figure 1 and appendix A for details) competencies that were identified by the project designers as necessary for implementing school-based improvement in the context of Arab schools. This capacity building sets the stage to build organizational capacity for sustainable school-based improvement ensuring that a school becomes proactively responsive and adaptive to change.

TAMAM professional development activities center around a job-embedded design: the TAMAM school improvement journey that outlines the cyclical process to initiate, plan, implement, monitor and evaluate an innovative improvement initiative based at the school level (See figure 2) (Karami-Akkary et al., 2012). TAMAM’s design is based on an approach that follows an evolving planning process which allows it to be tailored to team members' interest, learning needs and socio-cultural context while primarily being embedded in their professional practices (Karami-Akkary et al., 2016).

Figure 1

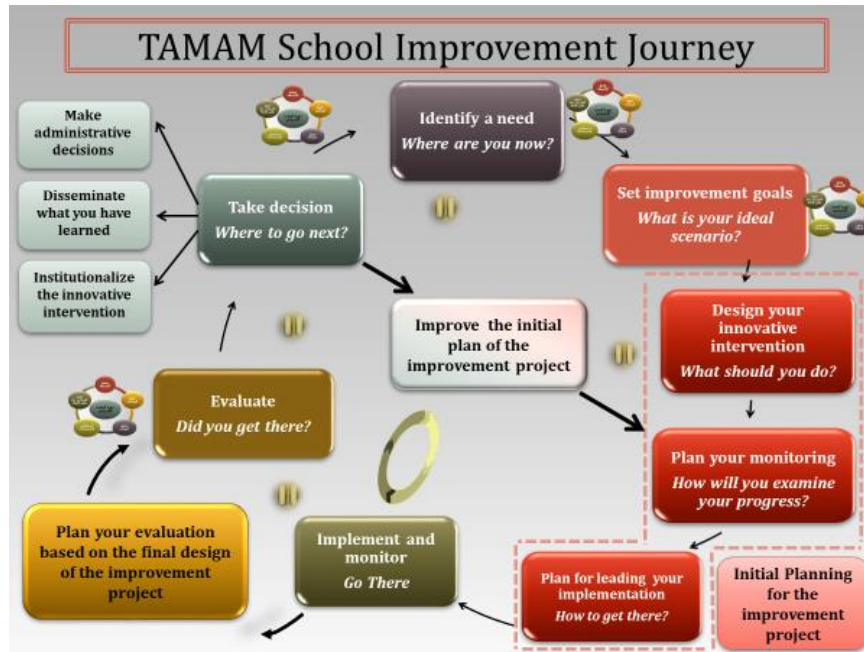
TAMAM’s competencies



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Figure 2

TAMAM's school improvement journey



Study Site

The case school is a private non-profit school which is licensed to receive learners at all pre-university levels. Its mission is stated as follows: “through integrated educational and academic work, the school is committed to bringing up a responsible generation distinguished by a balanced character and equipped with scientific knowledge and personal skills based on the values of Islam, so that this generation can succeed in investing its capabilities, positively influencing society, and interacting with contemporary prerequisites” (The case school, 2014, Mission Section, p.6). It was established in 2011 in Beirut and provides education to students from K-12. Currently, the school enrolls around 480 students and has around 55 teachers. The school did not have a written organizational structure until 2011.

The case school joined the TAMAM project in the year 2013-2014 as one of the new schools at the start of phase two of the TAMAM project and volunteered to be the site for the full experimental implementation of the newly designed capacity building program. It is selected for this research study for it completed all the program activities and requirements as designed. The case school completed one full cycle of TAMAM's school improvement journey in 2017- 2018 and started TAMAM's expansion at the school's administrative and academic levels and departments in that year too.

The School's TAMAM Improvement Projects

Upon launching the TAMAM project at the case school in 2013-2014, the school administration sensed that instructional supervision is an area of concern that needs improvement. Consequently, the principal selected a number of teachers with assigned coordination responsibilities to serve as the TAMAM school lead team (TSLT). TSLT members completed one full cycle of TAMAM's school improvement journey covering all its stations of need identification, goal setting, designing and planning, implementation, monitoring, and evaluation in 2017- 2018. Also, in that same year, the school administration decided to continue its involvement in the TAMAM project and began to expand its activities. As a result, a new TAMAM improvement initiative was introduced with an improvement goal of reinforcing students' values acquisition through a character-building program that emphasizes responsibility, respect, and open-mindedness values. Throughout the project, TSLT members received continuous support from the school principal. Measures were taken to facilitate scheduling team meetings as well as allowing teaching release time for the internal coach to focus on the work of the project. Table 1 below outlines the chronology of the completed activities done by TSLT members during their improvement journey.

Table 1

TSLT stations during the school-based improvement journey

Year	TSLT Improvement Journey Stations
2013-2014	<p>Identify the need station and Identify the improvement goals station</p> <ul style="list-style-type: none">- TSLT members brainstormed coordinators' concerns, views, and challenges.- TSLT members read articles about action research and supervision.- TSLT members conducted focus groups for all coordinators and teachers to identify their concerns about the case school coordination process.-TSLT members coded and analyzed qualitatively the data generated.- The improvement need for the case school in relation to supervision was then identified which is improving the teachers' formative evaluation process as well as the daily professional relationship between both parties.-Weekly meetings were conducted; reports and progress documents were continuously written and shared with PST.- Questionnaires for coordinators were distributed to collect their supervisory success stories in relation to the formative evaluation and their insights about the ideal practices of the latter.-The ideal scenario was shaped by TSLT members from these success stories, solutions of teachers' concerns revealed in the focus groups, and the international literature about supervision.-End of year gathering for all school members was conducted by TSLT members to share TAMAM progress and findings and the case school

successful experience was presented in Oman TAMAM gathering held by the PST.

2014-2015 Design the innovative intervention station, Plan the monitoring plan, and Plan for leading the implementation station

- Goals, improvement, and operational objectives were set.
- Monitoring and implementation plans with the anticipated challenges were also set.
- The two main improvement goals were building coordinators capacity as academic references in planning for subject materials, active learning techniques in classrooms, higher-order thinking for developing students' cognitive skills, and as mentors and coaches who support and challenge teachers to learn and grow professionally.
- Weekly meetings were conducted; reports and progress documents were continuously written and shared with PST.

2015-2016 Implement and monitor station

- Understanding by Design and cooperative learning techniques were adopted in the case school as operational objectives to building coordinators as academic references and experts train coordinators (the TSLT members).
 - Handbooks for Understanding by Design (UbD) and cooperative learning were prepared by TSLT members.
 - TSLT members visited another TAMAM participating school in Lebanon to attend model active learning lessons.
-

-
- Clinical and developmental supervision was adopted in the case school with training for coordinators (the TSLT members) on these supervisory approaches (this is in relation to building coordinators as mentors and coaches).
 - Handbook about supervision in the case school was developed by TSLT members with its assumptions, roles, and tasks of academic coordinators/ supervisors.
 - Focus groups with all teachers were conducted by TSLT members at the end of the year to monitor the plan progress.
 - Data generated were analyzed to reach and derive future steps.
 - Weekly meetings were conducted; reports and progress documents were continuously written and shared with PST.

2016-2017 Implement and monitor station

- Members of the TSLT left except two of which is the internal coach at the case school; new TSLT members (new coordinators and cycle directors\supervisors) joined.
- A focus group with new TSLT members for baseline data collection was conducted by the internal coach at the case school.
- Implementation of the same improvement plan continued with the new TSLT members.
- The latter were trained on Understanding by Design, cooperative learning, problem-solving, and the school supervision handbook.
- TSLT members visited another TAMAM participating school in Lebanon to attend model active learning lessons.

- TSLT members prepared several academic school documents such as elements of effective teachers and coordinators, observation reports, and evaluation criteria for teachers and coordinators.
- TSLT members held a gathering for all school members to share their accomplishments and take feedback on the new above mentioned documents to be adopted in the case school.
- Major monitoring station was completed by TSLT members in which evaluation papers for teachers and coordinators were filled; qualitative and quantitative data were collected to monitor plan implementation progress.
- Data generated was analyzed to reach and derive future steps.
- Weekly meetings were conducted; reports and progress documents were continuously written and shared with PST.

2017-2018 Evaluation Stations

- TSLT members wrote the final evaluation report to close the first improvement journey.
- TAMAM expansion started at the case school where:
 - ✓ All school administrative and academic departments set their plans guided by TAMAM school-based improvement journey and its initial plan template.
 - ✓ One TSLT (TSLT 1) was made of all coordinators. It was led by an old TSLT member (participant 3) and followed up the implementation of the newly adopted supervision model which became part of the coordinators' work.

-
- This team head organized coordination documents and provided close daily coaching and support for coordinators' practices.
 - She also conducted individual interviews with a sample of new and old teachers from all departments to monitor coordinators' work.
 - Two coordinators (participants 3 and 4) started new TAMAM cycles within their departments, identified their students' subject improvement need, and set their improvement plans.
- ✓ Another TSLT (TSLT 2) was formed and consisted of administrators that also started a new TAMAM improvement cycle in relation to instituting a students' character building program available at the case school.
- This TSLT is led by the case school internal coach.
 - The members of this TSLT distributed questionnaires and conducted focus groups for all teachers and students' council to request their insights about the school character building program and their concerns about some students' behaviors and manners.
 - They also coded and analyzed qualitatively the data generated.
 - The improvement needs for the case school in relation to character building was then identified which is reinforcing students' character building program values with an emphasis on responsibility, respect, and open-mindedness values.
-

-
- The ideal scenario was then shaped from solutions of teachers' concerns revealed in the focus groups, existing school character building program documents about the case school students' desired values and their elements, and the TAMAM student profile.
 - This TSLT also designed a new comprehensive student profile for the case school that included both desired academic and behavioral characteristics of the case school student. An improvement plan was also set.
 - ✓ Weekly meetings were conducted; reports and progress documents were continuously written and shared with PST for both TSLTs.

2018-2019

- ✓ TSLT1: further building of TAMAM targeted competencies in members/coordinators by allowing them to start new TAMAM improvement journeys or cycles within their departments, identifying their students'/ subject improvement needs, and setting their improvement plans.
 - ✓ TSLT2: further building of TAMAM targeted competencies in members/administrators and the continuation of the planning station of their improvement initiative.
 - ✓ A professional student evaluation rubric based on the 21st century skills, literature, the case school student life consultant, the TAMAM student profile, and the case school desired outcomes were also established.
-

Table 2 below shows the capacity building activities that were received from the project steering team (PST) to TSLT members throughout the years.

Table 2

PST Capacity Building Activities offered to the TSLT members

Year	PST capacity building
2013-2014	<p>Identifying needs</p> <ul style="list-style-type: none"> -Individual diagnostic checklists were filled by TSLT members. -A focus group with TSLT members for baseline data collection was conducted by a PST member. -PST visited the case school for officially launching the TAMAM program and providing guidance for TSLT members’ performance in station one “need identification” of their improvement journey. - PST participated in moderating the focus groups planned by TSLT members for all coordinators and teachers to request about their concerns about the case school coordination process. -PST provided the internal coach guiding information and literature about focus groups and qualitative data analysis. - PST provided TSLT members with continuous feedback and follow up via emails and phone calls. -PST planned two workshops at AUB about the need identification station and its related competencies. - PST conducted the annual gathering for all Arab TAMAM participating schools in Oman.

- PST visited the case school at the end of the year for sharing reflections and insights for the following year.

2014-2015

Coaching and monitoring

- PST planned two workshops at AUB about setting goals, improvement and operational objectives, as well as setting monitoring indicators and criteria.
- PST conducted the annual gathering for TAMAM participating schools in Jordan.
- PST visited the case school for sharing feedback on TSLT members' performance in the planning station as well as providing training about clinical supervision and its basics and assumptions.
- PST provided TSLT members with continuous feedback and follow up via emails and phone calls.

2015-2016

Coaching and monitoring

- PST visited the case school and provided a training session about clinical supervision for TSLT members in the presence of academic supervisors and principal of the school.
 - PST conducted a workshop at AUB for discussing plan implementation progress and challenges.
 - PST visited the case school to hear TSLT members' concerns and provide support.
 - PST invited the case school principal and internal coach to Amman gathering for new schools to share the case school successful improvement journey experience.
 - PST conducted the annual gathering for TAMAM participating schools in Amman.
-

- PST provided TSLT members with continuous feedback and follow up via emails and phone calls.

2016-2017

Identifying needs and Coaching and monitoring

- Individual diagnostic checklists were filled by new TSLT members.
- PST visited the case school and provided a training session in clinical supervision for new TSLT members.
- PST conducted two workshops at AUB about the evaluation phase, mentoring competency, and TAMAM expansion.
- PST conducted a conference for coaches in which the two old members who remained in the TAMAM project throughout the four years attended.
- PST provided TSLT members with continuous feedback and follow up via emails and phone calls.

2017-2018

Coaching and monitoring

- PST conducted a workshop at AUB about TAMAM expansion.
 - PST visited the case school and guided the new TSLT members (TSLT2) in their new improvement journey.
 - PST provided members with continuous feedback and follow up via emails and phone calls.
 - PST conducted the annual gathering for the Lebanese hub, TAMAM participating public and private schools in Lebanon.
 - PST visited the case school at the end of the year for sharing TSLT members' professional learning and experiences as well as sustaining the partnership with the case school growth and improvement.
-

2018-2019

Coaching and monitoring

- PST provided TSLT members with continuous feedback and follow up via emails and phone calls.

-PST conducted a workshop at AUB about student leadership.

- PST conducted the annual gathering for TAMAM participating in public and private schools.

Note: In all PST gatherings and conferences, PST required capacity building tasks for TSLT members to prepare such as banners, Power Point presentations, and critical participation and sharing of expertise with other TAMAM participating school teams.

Study Participants

The participants in the study comprised all the individuals who took part in the capacity building activities in the TAMAM project at the case school between 2013-2019, including TSLT old and new members, head of the advisory board, school principal, and the Project Steering Team (PST) at the American University of Beirut. Participants' characteristics are presented in Table 3 below. The TSLT members are the trainees targeted by the TAMAM capacity building program. Participant 4 is the researcher, the internal coach of TSLT as well as a member of the TSLT in addition to her role as Science Head of Department (HOD) and teacher.

Table 3

Study Participants

Study	Sex	Position	Studies	Years of	Years with
Participants				Experience	TAMAM
Participant 1	Male	Head of Advisory Board	PhD in Educational Administration	13	2013-current
Participant 2	Male	School Principal	PhD in Arabic Literature	20	2013-current
Participant 3	Female	Arabic Language Coordinator (for cycles 1,2, and 3) and Arabic cycle 3 Teacher	BA in Arabic Language and Literature	25	2013-current
Participant 4	Female	Science Head of Department and	BS in Biology Teaching Diploma	11	2013-2019

		Biology Secondary Teacher TAMAM Internal Coach	Diploma in Educational Administration MA student in Educational Administration		
Participant	Female	Former English Language Coordinator for cycles 1,2,and 3 Secondary English Teacher	BA in English Language MA student in Linguistics	16	2013-2016
5					
Participant	Female	Current English Language Coordinator for cycles 1 and 2	BA in English Language	8	2016-2017 - current
6					

		Cycle 3 English			
		Teacher			
Participant	Female	Islamic Studies	BA in Islamic	12	2016-2017
7		Coordinator for	Studies		-current
		preschool, cycle 1			
		and 2.			
		Cycle 3 and 4			
		Islamic studies			
		Teacher			
Participant	Female	Math Coordinator	BS in	8	2016-2019
8		for cycles 1, 2, and	Mathematics		
		3			
		Middle School			
		Math Teacher			

Participant 9	Female	Current Preschool Director/ Supervisor	BS in General Health	13	2016-2017 - current
Participant 10	Female	Cycle 1 and 2 Director/ Supervisor	BA in sociology and Islamic studies MA in psychology	10	2016-2017 - current
Participant 11	Female	Coordinator of Academic and PD Affairs	BS in Biology MA in International and Multicultural Education and Development	20	2017-current
Participant 12	Male	Head of Student Life	BA in Business	6	2017-current

			MA in Education		
Participant	Female	Director of	EdD in	23 years	2013-current
13		TAMAM project	Educational		
from			Leadership		
project			Associate		
steering			Professor of		
team (PST)			Educational		
			Leadership		
Participant	Female	Project	BS in Biology	20 years	2013-current
14		Coordinator	Teaching		
from			Diploma		
project			Diploma in		
steering			Educational		
team (PST)			Administration		
			MA student in		
			Educational		
			Administration		

Participant	Female	Senior Coach	BS in Biology	15	2013-current
15		and PD Specialist	Teaching		
from			Diploma		
project			MA in Science		
steering			Education		
team (PST)					

Following the guidelines of collaborative evaluation approaches as mentioned by Campbell (2013), extensive documentation and collection of new and existing data provided a thorough and thick description of the research context and all participants' assumptions which improve data quality. Moreover, evaluation decision-making was not controlled and centralized by the evaluator; however, it was negotiated and based on shared knowledge among participants (Campbell, 2013). In this participatory evaluation, the role of each participant was clarified, and the researcher facilitated the full expression of ideas, thoughts, and claims of participants and made sure that she had no discrepancy in her understanding of participants' ideas (Benne & Garrad, 2008). Finally, the researcher minimally relied on her personal reflections present in the existing data.

Analytical Framework and Evaluation Criteria

For research question one, the researcher used the criteria prepared by the TAMAM project steering team (PST) and adopted by all coaches in the project for monitoring and evaluation. These criteria consist of the eleven TAMAM competencies and their corresponding knowledge, skills, and attitudes, as well as the TAMAM journey for school improvement (See Appendix B) (Karami-Akkary et al., 2016). The TAMAM Competencies and rubrics were the analytical tools that guided data collection and analysis, respectively, for research question one. The Master Rubric consists of measurable descriptions of the elements of the competencies that are judged according to three levels of performance: (1) does not meet the project's expectations, (2) partially meets the project's expectations, and (3) meets the project's expectations (See Appendix C for a sample of TAMAM master rubric with one pillar as a criterion with its elements). Similarly, the TAMAM improvement journey rubric was used to examine the level application and acquisition of each station requirements (see appendix D).

However, for the other two research questions, the researcher analyzed the findings on TSLT members' motivation and organizational development using qualitative interpretational analysis, and the emerged categories were discussed in comparison with the literature.

Data Collection Tools

To explore and describe the nature of the TAMAM impact on the professional learning and motivation of the TSLT members and on the structure and culture of the institution, this study adopted a qualitative case study design to collect data using multiple data collection

methods; namely, TAMAM templates, individual interviews, focus groups, checklists, as well as the collection of documents.

TAMAM project requires extensive documentation and offers a set of tools to collect data to monitor the implementation process. As such, at the onset of the study, there was ample data that can be accessed to answer the research questions. The available data included initial baseline data on the level of acquisition of the competencies as well as the progress of the participants' learning. The researcher used the existing data that were collected for establishing baseline data and to monitor progress and collected additional new data from the participants to complete the evaluation.

The existing TAMAM project data tools were used to collect baseline data and monitoring data, while additional tools were developed by the researcher to collect any needed additional data for the study. In what follows, the researcher presents the tools for data collection for each research question displayed under two categories reflecting their purpose: main and supporting data. The main data included data that constituted the key source to answer each research question. It included both existing and additional new data. The supporting data included data (also from existing and additional data) that triangulated and supported the study findings for each research question whenever necessary. Table 4 below describes the sources of data and data collection tools divided under these two categories.

Table 4

The study research questions, data collection tools, and sources of data

Research Question (RQ)	Data Collection Tools	Sources of Data
RQ1: To what extent and in what ways did TAMAM's capacity building model improve the school team members' knowledge, skills and attitudes according to TAMAM's competencies and school-improvement journey?	<p><u>Main Data:</u></p> <p>Baseline Data: Diagnostic Checklist, Initial focus groups with TSLT member,</p> <p>Monitoring data: Final improvement journey report, Individual reflection papers, Researcher and PST journal, Meetings and progress reports</p> <p>Additional Data: Diagnostic Checklist + Master Rubric, Focus group with all TSLT members</p> <p><u>Supporting data:</u> Individual Interviews with TSLT members</p>	<p>Lead team members</p> <p>Researcher and PST documents</p>

<p>RQ2: In what ways did the TAMAM capacity building model promote school team members' motivation to commit to engage in improving their own school and to sustain their commitment for school-based improvement?</p>	<p><u>Main Data:</u></p> <p>Monitoring data: Researcher journal, Meetings and progress reports</p> <p>Additional Data: Individual interviews with all TSLT members</p> <p><u>Supporting data:</u> Focus group with TSLT members, PST group interview, Summer 2018 PST meeting with TSLT report</p>	<p>Lead team members</p> <p>PST members</p> <p>Researcher documents</p>
<p>RQ3: What is the impact of TAMAM on the school's organizational learning (professional norms and structure) from the perspective of the head of school advisory board, school principal, and PST members?</p>	<p><u>Main Data:</u></p> <p>Monitoring data: Final improvement journey report, PST and Researcher journal, Summer 2018 PST meeting with TSLT report, Meeting and progress reports</p>	<p>Lead team members</p> <p>Head of school advisory board</p> <p>School principal</p> <p>PST members</p>

Additional data: Individual Interviews with the head of the advisory board and school principal, PST group interview, Document analysis of school internal policy documents

Researcher and school documents

Supporting data: Individual Interviews with TSLT members

Diagnostic Checklist

This tool is based on the criteria derived from the TAMAM competencies and is prepared by the project steering team (see appendix E). It collects baseline data on the initial capacity (knowledge, skills and attitudes) of TSLT members as per TAMAM's competencies (Karami-Akkary et al., 2016). The checklist consists of a rating scale that is to be filled out by TSLT members. The scale asks the TSLT members to self-evaluate their knowledge and application of the detailed elements of the TAMAM competencies. Its main purpose is to identify, from the TSLT members' perspective, what levels they have reached in terms of their acquisition of the knowledge, skills and attitudes of the TAMAM competencies (Karami-Akkary et al., 2016). All TSLT members were individually asked to complete the Diagnostic Checklist prior to their participation in any TAMAM related activity at the school. These checklists were filled on two consecutive occasions by the old (participants 3, 4, and 5) and new team members (participants 6, 7, 8, 9, 10, 11, and 12). Later, all TSLT members were asked to individually fill the diagnostic checklists to evaluate the extent to which they acquired the targeted competencies at the conclusion of the first cycle of the TAMAM improvement journey which completely ended in 2017-2018.

Focus Group Interviews

A focus group is a data collection method that is used to collect data that reflects the understanding of a group of participants. During the focus group, participants are involved in a discussion that is facilitated by a skilled interviewer centered around answering the questions crafted to collect the data needed (Gall et al., 2010; Merriam, 1998, 2015). The TAMAM project steering team developed a focus group protocol (see Appendix F) that aligns with the

competencies elements to collect data on the participants' level of acquisition of the competencies at various stages of the project implementation (Karami-Akkary et al., 2016). Like the diagnostic checklist, focus group interviews were conducted by the PST and the researcher with all team members as part of collecting initial baseline data with team members in two batches. That is, an initial focus group was conducted with old TSLT members (participants 3, 4, and 5) by a PST member. Another one was conducted with new TSLT members (participants 6, 7, 8, 9, 10, 11, and 12) by the project internal coach at the case school (the researcher) prior to their participation in the TAMAM project activities at the case school. The same focus group template was used to collect final evaluative data for the purpose of this study. An outside to the school member of TAMAM conducted the focus group interview to allow including the researcher, participant 4 as one of the participants in this focus group.

Individual Interviews

According to Mishler (1986, cited in Corbin and Strauss, 2008) “questioning and answering are ways of speaking that are grounded in and depend on culturally shared and often tacit assumptions about how to express and understand beliefs, experiences, feelings, and intentions” (p.28). The researcher conducted semi-structured individual interviews with both old and new/current TSLT members (participants 3, 5, 6, 7, 8, 9, 10, 11, and 12) to collect data in relation to the members' motivation and commitment to change and school improvement. The researcher developed open-ended interview questions guided by the theoretical literature review (see appendix G) to have the participants provide their perspectives about the impact of TAMAM project participation on their motivation and commitment to the school's improvement and change process. The researcher (participant 4) answered the same interview questions and probes to self-assess her motivation and commitment to change.

Moreover, the researcher conducted semi-structured individual interviews with the case school participants (1 and 2), the head of the advisory board of the case school and the case school principal to explore their perspectives, about the impact of TAMAM project on TSLT members' professional learning and commitment and on the impact participation in the project had on the learning of the organization. Data generated from these interviews was used by the researcher as newly collected main evaluative data for research question three and as supporting data for research questions one and two (see appendix H).

Furthermore, a group interview was conducted with three members from the TAMAM Project Steering Team (PST), the director of TAMAM project, the project manager, and senior coach (participants 13, 14, and 15 respectively), who were supervising the implementation of the project at the school. During the interview, the researcher asked them about the impact of TAMAM project in general. The purpose of this group interview was to explore the overall process of the model implementation and provide a thorough background information and description of the capacity building strategies used to enhance and support the team and the organizational learning (see appendix I).

Progress, Monitoring, and Evaluation Reports

Intensive documentation is a pillar in TAMAM. The researcher who was also the TAMAM internal coach of the team was in charge of this documentation and prepared many of the reports on the progress of the team throughout their participation in the TAMAM project at the case school. The researcher had a rich and thorough archive of meeting reports, progress reports, school plans, and monitoring and evaluation reports of which was the final evaluation report (one of the main additional data collection tools for RQ3). Besides, as part of the

documentation of the learning process in TAMAM, participants are asked to periodically share their reflections on the progress of their work and the nature of their learning along the project specified learning outcomes. All these reports constituted the existing data that was brought for thorough analysis in this study.

As part of the data collection, the researcher organized the existing data to track the progress and professional learning experience and level of motivation of TSLT members throughout their participation in the TAMAM improvement journey. This included existing TSLT members' reflection papers as well as their reflections in a meeting done with PST in summer 2018 in which they described their professional and organizational learning experience and level of motivation throughout their participation in the TAMAM improvement journey. This meeting report for the summer 2018 PST meeting with all TSLT members in the case school also included data from PST member (participant 13, the director of TAMAM project) and the case school principal (participant 2) that was used for RQ3. In addition, the researcher accessed the initial baseline report prepared by the PST about old (participants 3, 4, and 5) TSLT members, all TAMAM templates (found in the appendixes), and materials of the workshops and conferences conducted by PST to TSLT members.

Data Analysis

For the purpose of analyzing the data, the researcher used interpretational analysis that is defined by Gall et al. (2010) as “the process of closely examining and grouping elements in case study data to fully describe, evaluate, or explain the phenomenon being studied. The goal of the interpretational analysis is to identify constructs, themes, and patterns that best make meaning of the data from a case study” (p.281). Data analysis to answer the three research questions

followed the qualitative methodology by providing thick descriptions of participants' points of view in parallel with the description of contexts, settings, and interactions involved (Gall et al., 2010). Interpretation identified what was important in the data and why. It also indicated the learnings and meanings that emerged from this data (Gall et al., 2010). Data analysis procedures for the three research questions of this study are elaborated below.

Data Analysis for Research Question 1

The data from the diagnostic checklists together with the data from focus groups were analyzed by referring to the master rubric as well as the journey stations' rubric to measure the acquired level of knowledge, skills and attitudes the participants had attained within each of TAMAM eleven pillars and improvement journey stations. The TAMAM Master Rubric consists of measurable descriptions of the elements of the competencies that are judged according to three levels of performance: (1) does not meet the project's expectations, (2) partially meets the project's expectations, and (3) meets the project's expectations (See Appendix C for a sample of TAMAM master rubric with one pillar as a criterion with its elements). On an excel sheet developed by TAMAM PST, the researcher set a score (1 or 2 or 3) that measures the level of performance of each TSLT member alone for each element of the eleven competencies from her individual diagnostic checklist. On the same excel sheet, the researcher set a score for the TSLT as a whole for each element of the eleven competences after transcribing and analyzing the data generated from the focus group via the master rubric. The excel sheet calculates the mean score of all TSLT members' performance level for each element of the competencies from their diagnostic checklists and then automatically measures the mean score of this value with that of the focus group (with more emphasis and weight to this value) to reach a mean score that reflects the level of acquisition of each element of the competences for the TSLT as a whole. The

weights of the diagnostic checklist and the focus group interview vary, that given to the focus group interview is higher ($\times 0.75$) since during this interview the team members are given the chance to explain themselves and their views and provide examples from their experience which is more evidence-based and thus is granted higher importance in the final judgement on the elements. The diagnostic checklist is assigned a lower weight ($\times 0.25$) given the limitations of this tool to provide extensive evidence to the claims of the participants. These percentages are noted in the excel sheet calculations.

The excel sheet and after setting all diagnostic checklists and focus group scores for all elements of each competency, it calculates the mean score that reflects the TSLT level of acquisition of the competency as a whole. The same procedure was followed when collecting baseline data. For old TSLT, this process was done by PST while for new TSLT; it was done by the internal coach (researcher here) (see appendix J for a sample of baseline data excel sheet). The researcher compared between the baseline and the additional data to examine the impact of TAMAM's capacity building model on the school team members' knowledge, skills, and attitudes of TAMAM's desired competencies.

On the other hand, the TAMAM improvement journey rubric was used to examine TSLT level application and acquisition of each station requirements (see appendix D). The TAMAM journey stations rubric is an evaluation tool that includes specific criteria to examine the extent of attainment of the school-based improvement skills that are related to the stations on the TAMAM journey. It provides a detailed description for three levels of performance of the team traveling each station of the improvement journey (1) does not meet the project's expectations, (2) meets the project's expectations, and (3) exceeds the project's expectations.

Data Analysis for Research Questions 2 and 3

Data collected from focus group and individual interviews to answer the second and third research questions was analyzed qualitatively following the guidelines of the grounded theory methodology for data analysis which includes, coding data segments into categories and themes, identifying their features, inferring relationships existing between them, through researcher's reflective analysis taking into consideration contextual characteristics until meanings emerge (Charmaz, 2008, Corbin & Strauss, 2008, Gall et al., 2010). The researcher then identified, described, and interpreted these emerging meanings. This took place as follows. The researcher first carefully read the collected data, highlighted the sections seen as important, and wrote reflections, impressions, other insights on the margin (Gall et al., 2010). The researcher then sorted data into categories or themes taken from literature, or participants' perceptions and beliefs. After the interpretational analysis, and initial coding, the researcher opted to use the theoretical framework adopted to guide the organization of the findings (Gall et al., 2010) of the second research question. Under each domain, results were reported based on the codes and themes that emerged from the participants' responses during the interviews and the documents analysis. Other emerging codes that could not be reported under the theoretical framework dimensions were reported as separate themes.

Gall et al (2010) provide several analytic classification strategies, negative case strategy where a piece of data that contradicts an emerging category gives a clue to reconsider the category, analytic induction where a preliminary explanation arrived at inductively from data may be supported or not by further collecting data, constant comparison of data to existing categories to see if data fit within existing categories. If not, categories are to be modified (Gall

et al., 2010). According to Gall et al (2010), these steps constitute an ongoing loop that the researcher can pass through continuously for better and deeper analysis of findings.

Quality Criteria

This section describes the several quality criteria adopted in this study and the measures taken to address them. These criteria essentially relate to the validity, reliability, and transferability of data.

Validity/Credibility

Validity deals with how much the findings obtained are concurrent with the reality and capture or match with it (Gall et al., 2010). To validate the results of this study, the researcher used several strategies that follow the guidelines of collaborative evaluation; namely, coding checks where the researcher kept on revisiting the data after some time and check if the same analysis was derived (Campbell, 2013; Gall et al., 2010; Guba & Lincoln, 1989), triangulation where the researcher used varied methods and checked if all lead to the same results, and member checking where the researcher showed results to participants to check their authenticity (Gall et al., 2010). Member Checking was an integral part to collaborative evaluation where the researcher continuously facilitated the full expression of ideas, thoughts, and claims of participants and made sure that she had no discrepancy in her understanding of participants' ideas (Benne & Garrad, 2008). Also, the researcher as a participant observant had many opportunities to observe and interact with the participants and record their unsolicited interactions and comments. This has provided her a rich understanding of the context and of the social meanings the participants accorded as they articulated their answers to the interview questions. The researcher also decided due to her special contextual factors to highlight and

report her personal learning in a separate qualitative personal statement to reduce bias and improve the quality of the data. Finally, the researcher relied on several data sources: existing data (initial, monitoring, evaluative, and supporting data) as well as several additional data collected from many data collection sources and tools generated for the purpose of this study.

Reliability/ Dependability

Reliability is the degree to which the research results can be replicated (Gall et al., 2010). Field notes taken by the researchers at various stages of the study included reflective essays that embraced reflections on analysis, method, ethical conflicts, or any other observer's ideas and reflections (Gall et al., 2010). Providing these rich reflections and thoughts about the changes and factors involved in the setting and framing stakeholders' perceptions in these cultural circumstances as part of collaborative evaluation helped in ensuring reliability (Campbell, 2013; Gall et al., 2010).

Transferability

Transferability is to what extent results can be generalized or transferred to other contexts or settings (Gall et al., 2010). The collected data (existing and new data) is taped (in case of interviews) and field notes were always taken to describe the physical settings, portraits of participants, their dialogue, and particular events and behaviors (Gall et al., 2010). The individual interviews done with PST participants provided a full description of the picture of the intervention being evaluated. Following the guidelines of collaborative evaluation, extended and extensive documentation and collection of new and existing data provided thorough and thick description of the research context and all participants' assumptions which helped in ensuring the transferability of findings and results of this study (Campbell, 2013; Gall et al., 2010).

Limitations of the Study

This study has limitations that need to be considered. First, this study is a qualitative research case study that attempts at understanding intensive and complex realities from the researcher and the participants' perspectives. Representing this complexity and capturing all its details was not easy, especially within the scope of an MA thesis. Second, the researcher was an insider and a member of the case school. Despite her efforts to safeguard the credibility and dependability of the case study findings, personal judgment and intuition might still be involved and may raise doubts about bias. Another limitation is the heavy dependence on interviewing that involves practitioners in the Lebanese context who may be hesitant, selective, or conservative in sharing their experiences and perspectives with the researcher (El-Amine, 2009). Besides, the score range used to show the three levels of growth for research question one results do not in some cases reflect the specific level of growth TSLT members achieved in the competencies' knowledge, skills, and attitudes. For example, if TSLT members remained in the same level of growth, the scoring range followed indicates no growth while some growth might have occurred. In other cases, TSLT members showed one growth level but they might have started from a low initial number while in other cases from a higher score number but both cases still indicate the same growth level. Also, the TSLT members joined TAMAM project at different time intervals. This results in variations in their professional learning as well as motivation and commitment to lead school-based improvement. Finally, the question of the transferability of case study results is inherent the design choice of this study where its specificity in reflecting the findings within the context of the case might have compromised their transferability to other settings.

CHAPTER IV

RESEARCH FINDINGS

This research study involves a collaborative evaluation of TAMAM capacity building model in one of its participating schools and follows a qualitative case study design that also adopts a collaborative evaluation study. It has a threefold purpose: (1) to examine the effectiveness of TAMAM's capacity building model in reaching its desired changes in the professional knowledge, skills, and attitudes of the TAMAM school lead team (TSLT) members, (2) to explore its impact on their motivation, and (3) to explore its impact on the school organizational learning in terms of its professional norms and structure. This chapter reports the findings of the study presented under different sections. The first section examines the effectiveness of TAMAM capacity building model on the professional learning of TSLT in terms of the acquisition of TAMAM competencies' knowledge, skills, and attitudes and in terms of the acquisition of TAMAM improvement journey and its several stations. The second section describes the impact of TAMAM on TSLT motivation towards school improvement. The third section describes the learning experience of the researcher who was the internal coach in the case school in a separate participant-observant personal statement. The last section describes the impact of TAMAM on the school's organizational learning in terms of its professional norms and structure.

Examining the Effectiveness of TAMAM's Capacity Building Model

on the Professional Learning of TSLT

The first research question aimed at examining the effectiveness of TAMAM's capacity building model on the professional learning of the TAMAM school lead team (TSLT) members.

It checked the effectiveness of TAMAM capacity building model in achieving and fulfilling its desired goals of building leadership capacity in participating schools. The first research question measured to what extent and in what ways did TAMAM's capacity building model improve TSLT members' knowledge, skills and attitudes according to TAMAM's competencies and school improvement journey.

The results are reported under two main titles: TAMAM competencies' knowledge, skills, and attitudes and TAMAM improvement journey. The data under these two categories are reported in terms of TAMAM competencies' knowledge, skills, and attitudes and TAMAM improvement journey stations respectively as the themes and subthemes that are elaborated in the following sections.

Acquisition of TAMAM Competencies' Knowledge, Skills, and Attitudes

This section describes the initial competencies level of TSLT members as well as their current level. It also presents the level of growth of the TSLT members in the case school achieved in the competencies' elements categorized as knowledge, skills, and attitudes.

Individual diagnostic checklists and focus groups with TSLT members done prior and post the intervention of TAMAM project at the case school provided the initial baseline and additional data. The TAMAM Master Rubric as well as excel sheet were used to compute the scores that reflected the TSLT level of acquisition of the competencies and each of its elements.

Comparisons between the baseline and current performance levels were done by the researcher to conclude about the level of growth of the case school TSLT members' acquisition of TAMAM competencies in terms of knowledge, skills and attitudes. Data from the individual interviews with TSLT members, the researcher field observation and documentation were also

sources of data that were examined to support the result findings for this research question whenever necessary.

TSLT initial competencies level. As evident in Table 5, upon their participation in the project, TSLT members didn't meet the project's expectations in six competencies and partially met the project's expectations in another five competencies. It is important to note that the latter although they were partially met but with a score very close to the lower value of the score range.

Table 5

*TSLT initial competencies level**Scoring Key:**Meets expectations >2.5 Partially meets expectations >1.5, ≤2.5 Does not meet expectations ≤1.5*

Competency/	Knowledge	Skills	Attitudes	Total
1. Reflective Dialogue and Practice	1.63 Partially Meets Expectations	1.62 Partially Meets Expectations	2.57 Meets Expectations	1.71 Partially Meets Expectations
2. Inquiry	1.32 Does not meet Expectations	1.26 Does not meet Expectations	1.33 Does not meet Expectations	1.28 Does not meet Expectations
3. Evidence-based Decisions	1.25 Does not meet Expectations	1.28 Does not meet Expectations	1.25 Does not meet Expectations	1.27 Does not meet Expectations
4. Decisions and Actions Driven by Needs	2.18 Partially Meets Expectations	1.54 Partially Meets Expectations	1.32 Does not meet Expectations	1.64 Partially Meets Expectations
5. De-privatization of Practice	2.16 Partially Meets Expectations	1.61 Partially Meets Expectations	1.44 Does not meet Expectations	1.68 Partially Meets Expectations
6. Systematic Documented Practice	1.75 Partially Meets Expectations	1.22 Does not meet Expectations	2.14 Partially Meets Expectations	1.47 Does not meet Expectations
7. Evolving Design Planning	1.32	1.32	1.28	1.31 Does not meet Expectations

	Does not meet Expectations	Does not meet Expectations	Does not meet Expectations	
8. Professional Collaboration	1.79 Partially Meets Expectations	1.85 Partially Meets Expectations	1.57 Partially Meets Expectations	1.72 Partially Meets Expectations
9. Participative Leadership for Continuous Improvement	1.84 Partially Meets Expectations	1.59 Partially Meets Expectations	1.76 Partially Meets Expectations	1.71 Partially Meets Expectations
10. Mentoring approach	2.22 Partially Meets Expectations	1.44 Does not meet Expectations	1.67 Partially Meets Expectations	1.5 Does not meet Expectations
11. Job- Embedded Experiential Learning	1.62 Partially Meets Expectations	1.32 Does not meet Expectations	1.69 Partially Meets Expectations	1.44 Does not meet Expectations
Average	1.73 Partially Meets Expectations	1.45 Does not meet Expectations	1.63 Partially Meets Expectations	

The six competencies that were not met were, inquiry, evidence-based decisions, systematic documented practice, evolving design planning, mentoring approach, and job-embedded experiential learning. Starting with inquiry, TSLT members lacked the skills needed to conduct inquiry and investigate a problematic area of need. Therefore, they were not familiar

with the inquiry cycle, and showed no evidence of applying its steps in terms of formulating questions, identifying relevant sources and methods for collecting and analyzing the data and drawing conclusions as well as evidence-based solutions. The data also showed that the team members couldn't search for evidence and appraise their validity to guide their decisions.

As for systematic documented practice, TSLT members valued the importance of documentation but they did not understand it that encompasses the elements explicated in the TAMAM rubric. During the focus group interview, team members' responses showed that there was no systematic procedure to document all practices, reflections, meetings, workshops and formalized processes and to make these documented practices available for others. Besides, answers of TSLT members didn't show that they were familiar with the evolving design planning competency. This was evident in their inability to describe the methodology they followed for planning that includes pre-established monitoring steps to modify the plans based on the emerging needs and challenges. Moreover, team members were not familiar with the definition and the practices of the experiential learning design as conceived in TAMAM. During the initial focus group interviews, they could not provide any examples whereby they have adopted the experiential learning strategy while designing professional development activities. Moreover, their answers didn't indicate that they have acquired the skills for learning from a concrete experience through conceptualizing it, reflecting on it and applying their learning in new contexts. Finally, TSLT members showed a limited understanding of mentoring with no evidence in their practices of the process mentors followed with mentees from setting expectations, active listening, and continuous interaction by providing constructive feedback and critique during evaluation.

However, TSLT members partially met the project's expectations in reflective dialogue and practice, decisions and actions driven by needs, deprivatization of practice, professional collaboration, and participative leadership for continuous improvement. As for reflective dialogue and practice, TSLT members showed familiarity with the conception of this competency; however, they did not recognize nor practiced the two levels of reflection (technical and critical) and did not indicate that they allocated specific time for practicing reflection and acquired the skills needed for reflection. As for decisions and actions driven by needs, TSLT members understood that decisions and actions should be based on consultation with the target group and based on their needs and readiness; however, their practices did not indicate that they engaged in examining the level of readiness of the target group.

Similarly, TSLT members partially met the derivativization of practice competency. Their responses showed that they valued sharing their practices with others but did not show any evidence of practicing critique, accountable talk, and non-judgmental listening. As for professional collaboration, team members' responses provided evidence that they had an understanding that professional collaboration is productively working together toward the school common goals and vision while interacting together respectfully to communicate their thoughts. However, there was no evidence that they have mastered all the skills needed to translate this understanding into practice. Namely, analysis of the data did not show sufficient evidence that the team members practiced considering conflict and disagreement as opportunities for understanding.

Finally, team members understood that effective leadership for continuous improvement must be participative. They also understood the various sources of power and provided examples that demonstrated that they considered leaders those that have high motivation, persistence, and

responsibility to lead. However, there was no evidence that they practiced identifying and acknowledging the challenges hindering their continuous improvement nor that they have practiced proactively addressing these challenges with creativity and innovativeness while solving their problems.

TSLT current competencies level. After completing the first cycle of the TAMAM improvement journey, TSLT members in the case school achieved considerable growth at all levels of the TAMAM competencies. As apparent in Table 6, they met the project’s expectations in all competencies except for one competency, the last one “job-embedded experiential learning” that partially met the project’s expectations as detailed by the TAMAM Master Rubric.

Table 6

TSLT current competencies level

Scoring Key:

Meets expectations >2.5 Partially meets expectations >1.5, ≤2.5 Does not meet expectations ≤1.5

Competency/	Knowledge	Skills	Attitudes	Total
1. Reflective Dialogue and Practice	2.29 Partially meets expectations	2.58 Meets expectations	2.92 Meets expectations	2.56 Meets expectations
2. Inquiry	2.88 Meets expectations	2.57 Meets expectations	2.87 Meets expectations	2.66 Meets expectations
3. Evidence-based Decisions	2.94 Meets expectations	2.81 Meets expectations	2.92 Meets expectations	2.85 Meets expectations
4. Decisions and Actions Driven by Needs	2.95 Meets expectations	2.86 Meets expectations	2.93 Meets expectations	2.71 Meets expectations

5. De-privatization of Practice	2.97 Meets expectations	2.94 Meets expectations	2.97 Meets expectations	2.96 Meets expectations
6. Systematic Documented Practice	2.94 Meets expectations	2.48 Partially meets expectations	2.86 Meets expectations	2.6 Meets expectations
7. Evolving Design Planning	2.97 Meets expectations	2.83 Meets expectations	2.87 Meets expectations	2.88 Meets expectations
8. Professional Collaboration	2.95 Meets expectations	2.93 Meets expectations	2.96 Meets expectations	2.94 Meets expectations
9. Participative Leadership for Continuous Improvement	2.81 Meets expectations	2.73 Meets expectations	2.91 Meets expectations	2.75 Meets expectations
10. Mentoring approach	2.97 Meets expectations	2.78 Meets expectations	2.58 Meets expectations	2.83 Meets expectations

11. Job- Embedded Experiential Learning	2.56 Meets expectations	1.87 Partially meets expectations	2.15 Partially meets expectations	2.03 Partially meets expectations
Average	2.83 Meets expectations	2.67 Meets expectations	2.81 Meets expectations	

Levels of growth in TAMAM competencies. This section presents the level of growth of the TSLT members in the case school achieved in the competencies' elements categorized as knowledge, skills, and attitudes. These results were obtained by comparing the level of competency achieved by the team members at the conclusion of the project first phase (Table 6) to the baseline data reflecting their performance levels at the onset of the project (Table 5). The three levels of growth that will be used are, no growth (if the score does not increase to reach the next level of performance, and stays within the same numerical range), moderate growth (if the score increases to reach the next level of performance and TSLT learning moved one level up), and considerable growth (if TSLT learning moved two levels up). In Table 7, the researcher used these three levels of growth to illustrate the changes TSLT members had in their acquisition of TAMAM competencies and its dimensions of knowledge, skills, and attitudes as the result of the team participation in TAMAM professional learning program.

Table 7

Levels of growth in TAMAM competencies

Competency/ Knowledge, Skills and Attitudes by Competency	Knowledge	Skills	Attitudes	Total
1. Reflective Dialogue and Practice	No growth	Moderate	No growth	Moderate
2. Inquiry	Considerable	Considerable	Considerable	Considerable
3. Evidence-based Decisions	Considerable	Considerable	Considerable	Considerable
4. Decisions and Actions Driven by Needs	Moderate	Moderate	Considerable	Moderate
5. De-privatization of Practice	Moderate	Moderate	Considerable	Moderate
6. Systematic Documented Practice	Moderate	Moderate	Moderate	Considerable
7. Evolving Design Planning	Considerable	Considerable	Considerable	Considerable
8. Professional Collaboration	Moderate	Moderate	Moderate	Moderate

9. Participative Leadership for Continuous Improvement	Moderate	Moderate	Moderate	Moderate
10. Mentoring approach	Moderate	Considerable	Moderate	Considerable
11. Job-Embedded Experiential Learning	Moderate	Moderate	No growth	Moderate

The sections below describe in detail each competency alone and the growth that TSLT members showed in their acquisition of its dimensions knowledge, skills, and attitudes as the result of the team participation in TAMAM intervention.

Competency 1: reflective dialogue and practice. The initial TSLT overall score on the “reflective dialogue and practice” competency was 1.71 which qualified them under partially meeting the project’s expectations. By 2019, they had shown an overall moderate growth on this competency, marked by no growth in knowledge, and moderate growth in skills and attitudes. However, the TSLT score of 2.56 describes their performance which moved them from partially meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 8 below shows the overall growth level of reflective dialogue and practice competency.

Table 8

Reflective dialogue and practice overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.63	2.29	No growth
	Partially meets expectations	Partially meets expectations	
Skills	1.62	2.58	Moderate
	Partially meets expectations	Meets expectations	
Attitudes	2.57	2.92	No growth
	Meets expectations	Meets expectations	
Total Competency	1.71	2.56	Moderate

Level of Performance	Partially meets expectations	Meets expectations
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Knowledge. Initially, TSLT members had a general and acceptable understanding of this competency. Their overall knowledge score of 1.63 qualified them as partially meeting the project’s expectations for that dimension. By 2019, TSLT raised their scores to 2.29 on the knowledge elements of the “reflective dialogue and practice” competency. However, they marked no growth on the knowledge elements keeping them partially meeting the project’s expectations, as defined by the TAMAM rubric. Table 9 shows the knowledge dimension growth of this competency.

Table 9

Knowledge dimension growth level -Reflective dialogue and practice

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team member(s) understand that reflective dialogue and practice is making meaningful and purposeful discussions on educational matters to raise school members’ awareness of their practice and its consequences on school development.	2.08 Partially meets expectations	2.94 Meets expectations	Moderate
2. Team members understand that reflection is a process by which our information, behavior, actions, as well as the thinking behind them are examined.	2.17 Partially meets expectations	2.97 Meets expectations	Moderate

3. Team members know that reflection makes them aware of their implicit knowledge and underlying professional beliefs.	1.42	2.22	
	Does not meet expectations	Partially meets expectations	Moderate
4. Team members recognize the two levels of reflection (technical and critical).	1.25	1.28	
	Does not meet expectations	Does not meet expectations	No growth
5. Team members understand that the practice of reflection needs structured time.	1.25	2.06	
	Does not meet expectations	Partially meets expectations	Moderate
Total Average for Dimension	1.63	2.29	No growth
	Partially meets expectations	Partially meets expectations	

During the focus group interview, TSLT members were able to explain that reflection is the process of examining their own thinking, practices, challenges faced, language used, pros and cons of things, the achievement of goals, etc. They stated that reflection is done to analyze the current and future contexts. TSLT members became capable of linking reflective dialogue and practice to the institution's development. However, the team continued to fail in giving specific examples of how reflection made them aware of their implicit knowledge and underlying beliefs. Additionally, they were still not very clear about the two levels of reflection and that reflection needs structured time.

Skills. Initially, the TSLT score of 1.62 showed that there was limited evidence of meeting the expectations with regard to the skills elements of the “reflective dialogue and practice” competency. By 2019, the team scored 2.58 on the skills elements of the “reflective dialogue and practice” competency. They marked a moderate growth on the skills elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 10 shows the skills dimension growth of this competency.

Table 10

Skills dimension growth level -Reflective dialogue and practice

Skills Elements	Expectations		Level of Growth
	Initial	Current	
6. Team members ask each other for their ideas and viewpoints with focus and purposefulness.	2.14 Partially meets expectations	2.81 Meets expectations	Moderate
7. Team members ask themselves if they are progressing towards their intended goals at every station of the journey.	2.11 Partially meets expectations	2.78 Meets expectations	Moderate
8. Team members ask themselves if they have followed their own plan.	2.14 Partially meets expectations	2.81 Meets expectations	Moderate
9. Team members identify the rationale, assumptions, and values underlying their practices, ideas, and goals.	1.31	2.17	Moderate

	Does not meet expectations	Partially meets expectations	
10. Team members ask What, Why and How things are being done.	1.33	2.83	Considerable
	Does not meet expectations	Meets expectations	
11. Team members identify gaps in their knowledge.	1.36	1.33	No growth
	Does not meet expectations	Does not meet expectations	
12. Team members are aware of and capable of discussing processes.	1.39	2.89	Considerable
	Does not meet expectations	Meets expectations	
13. Team members question both good and bad consequences.	1.39	2.92	Considerable
	Does not meet expectations	Meets expectations	
14. Team members' comments do not provoke conflict among each other.	1.33	2.89	Considerable
	Does not meet expectations	Meets expectations	
15. Team members' comments are thoughtfully reflected on.	2.11	2.83	Moderate
	Partially meets expectations	Meets expectations	
16. Team members take a step back and apply the following skills: questioning, comparing and contrasting, sense making and exploring.	1.25	2.08	Moderate

	Does not meet expectations	Partially meets expectations	
Total Average for Dimension	1.62	2.58	Moderate
	Partially meets expectations	Meets expectations	

There was clear evidence from the focus group interview data and the diagnostic checklists that TSLT members constantly reflected on the various actions that were completed or to be planned. During the focus group, they explained, “we constantly reflect on new ideas” and “we reflect on the planning process.” They also described that while doing that the lines of communications are very open to each other’s ideas and viewpoints. The TSLT members also asserted that they take the necessary steps to evaluate whether or not they have reached the intended goals. During the focus group interview the team members agreed on the following statements: “we ask ourselves where we are and where we want to go...we take everyone’s comments into consideration...we ask ourselves what are the challenges...what made us succeed or fail...what are our criteria.” TSLT members also explained that reflection is the guiding path for questioning consequences. They stated that throughout their work on their improvement project they consistently questioned their work: “why did we succeed, why did we fail, how do these actions affect teachers and students?” According to their responses, there was evidence that the team’s reflective dynamics was non-defensive and thoughtful. They respectfully discussed and valued each other’s contributions. However, TSLT members showed little evidence that they used reflection to identify their underlying assumptions and values and no evidence that they used reflection to identify gaps in their knowledge.

Attitudes. The initial overall attitude score of the “reflective dialogue and practice” competency is 2.57 meeting the project’s expectations on the elements of the attitudes of that competency. By 2019, the team scored 2.92 on the elements of the attitudes of this competency. They continued meeting the project’s expectations albeit with a higher score, as defined by the TAMAM rubric. However, given the margin of increase in their level of meeting expectations they showed no growth. Table 11 shows the attitudes dimension growth of this competency.

Table 11

Attitudes dimension growth level -Reflective dialogue and practice

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
17. Team members cherish the outcome and show open mindedness.	2.17	2.91	Moderate
	Partially meets expectations	Meets expectations	
18. Team members display wholeheartedness.	2.97	2.92	No growth
	Meets expectations	Meets expectations	
Total Average for Dimension	2.57	2.92	No growth
	Meets expectations	Meets expectations	

TSLT members appeared to have had positive attitudes toward reflective dialogue and practice from the start of the TAMAM project. In 2019, team members considered honoring the outcomes and showing open mindedness as important factors while working as a team. Moreover, their accounts and their actions as witnessed during the researcher observation of their

meetings showed that they valued wholeheartedness as an attitude that underlies their professional actions in addition to taking responsibility for what they do and decide, something that they had prior to their participation in TAMAM yet became more adamant about as a result of their participation in the TAMAM project. Based on the researcher documentation, participant 3 once wrote in a reflection paper, “my participation in TAMAM allowed me to constantly reflect on my daily experiences whether at the professional or personal levels.”

Competency 2: inquiry. The initial TSLT overall score on the “inquiry” competency was 1.28 which qualified them under not meeting the project’s expectations. By 2019, the team had shown considerable overall growth in this competency, marked by a considerable growth in knowledge, skills, and attitudes. The TSLT score of 2.66 describes their performance which moved from not meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 12 below shows the overall growth level of inquiry competency.

Table 12

Inquiry overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.32	2.88	Considerable
	Does not meet expectations	Meets expectations	
Skills	1.26	2.57	Considerable
	Does not meet expectations	Meets expectations	
Attitudes	1.33	2.87	Considerable
	Does not meet expectations	Meets expectations	
Total Competency	1.28	2.66	Considerable
Level of Performance	Does not meet expectations	Meets expectations	

Knowledge. Initially, TSLT members showed no evidence that they understand the definition of inquiry as a cognitive skill for lifelong learning that constitutes a building block for school improvement. Their overall knowledge score of 1.32 qualified them as not meeting the project's expectations for that dimension. By 2019, TSLT scored 2.66 on the knowledge elements of the "inquiry" competency. They marked a considerable growth in the first two knowledge elements which moved them from not meeting the project's expectations to meeting them. Table 13 shows the knowledge dimension growth of this competency.

Table 13

Knowledge dimension growth level -Inquiry

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members understand that inquiry is a cognitive skill for lifelong learning that constitutes a building block for continuous school-based improvement.	1.33 Does not meet expectations	2.89 Meet expectations	Considerable
2. Team member(s) understand that inquiry is a cycle that can be exercised at any station of the school improvement journey and its scope is determined by how critical the needed evidence is.	1.32 Does not meet expectations	2.86 Meet expectations	Considerable
Total Average for Dimension	1.32 Does not meet expectations	2.88 Meets expectations	Considerable

During the focus group interview, TSLT members were able to articulate that inquiry is a cognitive skill to answer questions, understand situations, and investigate for evidence, which is aligned with the definition adopted by TAMAM. Evidence from the interviews and diagnostic checklists as well as the researcher field observation indicated that TSLT members clearly express inquiry and its definition in their daily language. Participant 3 said, “before TAMAM we were not familiar with this word at all, but now we know well that inquiry can be made at any time to seek evidence for any issue or decision to be taken in the school.”

Skills. Initially, the TSLT score of 1.26 showed that there was no evidence in the team practices of them possessing the skills elements of the “inquiry” competency. By 2019, the team

scored 2.57 on the skills elements of the “inquiry” competency. They marked a considerable growth which moved TSLT members from not meeting the project’s expectations on the skills elements of this competency to meeting them, as detailed by the TAMAM Master Rubric. Table 14 shows the skills dimension growth of this competency.

Table 14

Skills dimension growth level -Inquiry

Skills Elements	Expectations		Level of Growth
	Initial	Current	
3. Team members identify a focus as a basis to formulate questions that guide their inquiry.	1.33 Does not meet expectations	2.81 Meets expectations	Considerable
4. Team members identify relevant data and evidence that need to be collected in order to answer questions.	1.31 Does not meet expectations	2.78 Meets expectations	Considerable
5. Team members develop organized and logical procedure to answer questions.	1.28 Does not meet expectations	2.72 Meets expectations	Considerable
6. Team members choose appropriate data collection tools to collect the relevant data and evidence.	1.25 Does not meet expectations	2.81 Meets expectations	Considerable
7. Team members identify relevant methods/procedures to use for guiding their data analysis.	1.22	2.03	Moderate

	Does not meet expectations	Partially meets expectations	
8. Team members use evidence to defend the appropriateness of data sources, tools chosen and procedures followed to answer questions.	1.25 Does not meet expectations	2.7 Meets expectations	Considerable
9. Team member(s) collect sufficient data to answer questions.	1.31 Does not meet expectations	2.78 Meets expectations	Considerable
10. Team members systematically analyze data to answer questions.	1.28 Does not meet expectations	2.08 Partially meets expectations	Moderate
11. Team members discuss the results from the obtained and analyzed data, and consult experts and relevant literature to develop conclusion.	1.24 Does not meet expectations	2.81 Meets expectations	Considerable
12. Team members derive innovative and creative solutions/actions from the developed conclusions.	1.25 Does not meet expectations	2 Partially meets expectations	Moderate
13. Team members propose new questions for further inquiry.	1.22 Does not meet expectations	2.72 Meets expectations	Considerable
Total Average for Dimension	1.26 Does not meet expectations	2.57 Meets expectations	Considerable

The researcher observation and examination of documents and plans provided evidence that TSLT members practiced inquiry in several stages of the improvement journey such as collecting and analyzing data for need identification, monitoring stops, and final evaluation stage. Based on the focus group interview and the researcher field observation and documentation, there was clear evidence that the team was capable of identifying areas to be investigated reflecting real needs at the school. They constantly formulated questions to guide their inquiry and identify the needed information to be collected. During the focus group interview they all agreed on the following statements: “we inquire for identifying the needs in our departments.... we inquire if we have problems with teachers...we inquire to look for causes.” Based on the researcher observation and documentation, TSLT members used focus group interviews and questionnaires to collect data in the two TAMAM improvement initiatives, instructional supervision and student profile. They also constantly mentioned the need for further investigations for further inquiry when necessary. Moreover, the researcher field observation and documentation provided evidence that, throughout their work on their TAMAM improvement projects, TSLT members consulted experts and relevant literature for continuous learning. They also practiced skills and methods needed for data analysis and for the generation of creative and innovative solutions or actions and reported during their interviews that they are still aspiring to improve these skills and eager to continue acquiring additional ones.

Attitudes. Initially, with their limited knowledge on “inquiry” TSLT members showed very little evidence of positive attitudes toward this competency. They scored 1.33 on the overall attitude elements which qualified them as not meeting the project’s expectations. By 2019, the team scored 2.87 on the attitude elements of the “inquiry” competency. They marked a

considerable growth on the attitude elements, moving them from not meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 15 shows the attitudes dimension growth of this competency.

Table 15

Attitudes dimension growth level -Inquiry

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
14. Team members consider inquiry a tool for continuous improvement.	1.36 Does not meet expectations	2.89 Meets expectations	Considerable
15. Team members appreciate inquiry as a skill to investigate educational practices.	1.31 Does not meet expectations	2.89 Meets expectations	Considerable
16. Team members appreciate inquiry as a cycle that can be exercised at any station of the school improvement journey	1.31 Does not meet expectations	2.83 Meets expectations	Considerable
Total Average for Dimension	1.33 Does not meet expectations	2.87 Meets expectations	Considerable

During the focus group interview, the TSLT members demonstrated that they have developed a strong conviction that action research is a valuable tool for improvement and they

actually utilize it for most of their educational practices and decisions. They concurred their appreciation of inquiry and its use currently instead of listening to rumors or following intuitions.

Competency 3: evidence-based decisions. At the onset of their participation in TAMAM, the TSLT overall score on the “evidence-based decisions” competency was 1.25 which reflected that the team did not possess the knowledge, skills, and attitudes needed to meet the project’s expectations for that competency. By 2019, they had shown considerable growth on the “evidence-based decisions” competency, marked by a considerable growth in knowledge, skills, and attitudes. The TSLT score of 2.85 describes their performance which moved them from not meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 16 below shows the overall growth level of evidence-based decisions competency.

Table 16

Evidence-based decisions overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.25	2.94	Considerable
	Does not meet expectations	Meets expectations	
Skills	1.28	2.81	Considerable
	Does not meet expectations	Meets expectations	
Attitudes	1.25	2.92	Considerable
	Does not meet expectations	Meets expectations	
Total Competency	1.27	2.85	Considerable
Level of Performance	Does not meet expectations	Meets expectations	

Knowledge. Initially, TSLT score of 1.25 did not show evidence of meeting the expectations of the knowledge elements related to the “evidence-based decisions” competency depicted in the TAMAM project. By 2019, the team scored 2.94 on the knowledge elements of the “evidence-based decisions” competency. They marked a considerable growth on the knowledge elements which moved them from not meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 17 shows the knowledge dimension growth of this competency.

Table 17

Knowledge dimension growth level –Evidence-based decisions

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members know that decisions are to be guided by the best available evidence	1.25 Does not meet expectations	2.94 Meets expectations	Considerable
Total Average for Dimension	1.28 Does not meet expectations	2.81 Meets expectations	Considerable

During the focus group interview, when asked about how decisions ought to be made, TSLT members stated that as a result of their participation in the TAMAM project, decisions ought to be guided by the best available evidence. The team explained that their participation in TAMAM made them aware that any matter and discussion “need to be based on reflection, inquiry for evidence, taken either from the academic literature or actual experience.” Additionally, they noted that they now seek further investigations whenever necessary.

Skills. Initially, the TSLT score of 1.28 showed that the team members showed no evidence for possessing skills related to the “evidence-based decisions” competency. By 2019, the team scored 2.81 on the skills elements of the “evidence-based decisions” competency. They marked a considerable growth on the skills elements, moving them from not meeting the

project's expectations to meeting them, as defined by the TAMAM rubric. Table 18 shows the skills dimension growth of this competency.

Table 18

Skills dimension growth level –Evidence-based decisions

Skills Elements	Expectations		Level of Growth
	Initial	Current	
2. Team members identify and justify the type of evidence needed for a decision.	1.28 Does not meet expectations	2.81 Meets expectations	Considerable
3. Team members systematically search for evidence before taking decisions.	1.31 Does not meet expectations	2.78 Meets expectations	Considerable
4. Team members critically appraise the trustworthiness and usefulness of data used to support decisions.	1.25 Does not meet expectations	2.78 Meets expectations	Considerable
5. Team members implement actions driven by evidence.	1.28 Does not meet expectations	2.86 Meets expectations	Considerable
Total Average for Dimension	1.28 Does not meet expectations	2.81 Meets expectations	Considerable

Focus group interview with the TSLT members provided evidence that they can identify the type of evidence needed depending on the studied issue. They described in the focus group that they realize now that some decisions require collecting evidence from students' performance, others from teachers or parents or administration, or from other schools' experiences. They agreed on the following statements: "any decision should be based on evidence...the evidence should be taken from the people concerned; they might involve teachers or students or parents...the evidence can also be from other success stories found in other schools or from the literature." Besides, evidence from the interviews and diagnostic checklists indicated that TSLT members acquired and practiced the technical skills related to appraising the validity and reliability of the collected data. During the focus group interview, participant 9 said: "we do several action research cycles to check the validity of our results." TSLT members elaborated how while implementing their innovative intervention aimed at improving their instructional supervision practices, and during the need identification station of their improvement initiative, they followed the focus groups done with teachers with another one with coordinators to check the validity of results. Similarly, they related in their interviews that in the case of the student profile improvement initiative, TSLT members followed the use of questionnaires with focus groups with teachers and students to make sure that they have collected trustworthy evidence to inform their decisions.

Attitudes. Initially, the TSLT score of 1.25 did not show evidence of positive attitudes as promoted by the TAMAM project towards "evidence-based decisions" competency. By 2019, the team scored 2.92 on the attitude elements of the "evidence-based decisions" competency. The team marked a considerable growth on the attitude element, moving from not meeting the

project’s expectations to meeting them, as defined by the TAMAM rubric. Table 19 shows the attitudes dimension growth of this competency.

Table 19

Attitudes dimension growth level –Evidence-based decisions

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
6. Team members accept evidence as the basis for making decisions, regardless whether they reveal strengths/successes or weaknesses/failures.	1.25 Does not meet expectations	2.92 Meets expectations	Considerable
Total Average for Dimension	1.25 Does not meet expectations	2.92 Meets expectations	Considerable

During the focus group, TSLT members highlighted their newly acquired valuing of collecting evidence to inform their decisions as one of their key learning from their participation in TAMAM. They repeatedly made statements emphasizing the importance of collecting all the needed evidence before making decisions, the need to use evidence when discussing and making decision on any emerging school problem, and the need for seeking further evidence whenever needed. Participant 10 said: “this competency became one of the most important competences I frequently use and practice.”

Competency 4: decisions and actions driven by needs. The initial TSLT overall score on the “decisions and actions driven by needs” competency was 1.64 which indicated that the team

partially meet the project’s expectations for that competency. By 2019, the TSLT had shown an overall moderate growth on the “decisions and actions driven by needs” marked by moderate growth in knowledge and skills and considerable growth in attitudes. However, the TSLT score of 2.71 describes their performance which moved them from partially meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 20 below shows the overall growth level of decisions and actions driven by needs competency.

Table 20

Decisions and actions driven by needs overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	2.18	2.95	Moderate
	Partially meets expectations	Meets expectations	
Skills	1.54	2.86	Moderate
	Partially meets expectations	Meets expectations	
Attitudes	1.32	2.93	Considerable
	Does not meet expectations	Meets expectations	
Total Competency	1.64	2.71	Moderate
Level of Performance	Partially meets expectations	Meets expectations	

Knowledge. Initially, TSLT score of 2.18 showed that members understood that decisions and actions should be based on consultation with the target group and based on their needs and

readiness. By 2019, the team scored 2.95 on the knowledge element of the “decisions and actions driven by needs” competency. They marked a moderate growth on the knowledge element; however, this growth moved them from partially meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 21 shows the knowledge dimension growth of this competency.

Table 21

Knowledge dimension growth level - Decisions and actions driven by needs

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members understand that decisions and actions should be informed by reflective dialogue and consultation with stakeholders, and based on the needs and readiness of the target group.	2.18 Partially meets expectations	2.95 Meets expectations	Moderate
Total Average for Dimension	2.18 Partially meets expectations	2.95 Meets expectations	Moderate

During the focus group interview, when TSLT members were asked about what successful and collaborative decisions need to take into consideration, they stated that decisions and actions should be based on the needs of the target group. Participant 5 noted, “after TAMAM, decisions on teachers’ professional development are based on their perceptions of their priorities, capabilities, and readiness.” Based on the researcher field observation and after

the implementation of TAMAM improvement initiatives, TSLT members constantly customized and adapted the plan based on the differentiated needs of their teachers in their departments.

Skills. Initially, TSLT scored 1.54 on all four elements of skills of the “decisions and actions driven by needs” competency. By 2019, the TSLT scored 2.86 on the skills elements of the “decisions and actions driven by needs” competency. They marked a moderate growth on the skills elements; however; this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 22 shows the skills dimension growth of this competency.

Table 22

Skills dimension growth level - Decisions and actions driven by needs

Skills Elements	Expectations		Level of Growth
	Initial	Current	
2. Decisions examine and take into consideration the context of the target group.	1.28 Does not meet expectations	2.81 Meets expectations	Considerable
3. Decisions examine and take into consideration the readiness of the target group affected by the decision.	1.39 Does not meet expectations	2.86 Meets expectations	Considerable
4. Decisions are reached after consulting with stakeholders and taking into consideration the views and perspectives of the target group.	2.14 Partially meets expectations	2.86 Meets expectations	Moderate

5. Team members collect sufficient information about the readiness and needs of the target group.	1.33	2.89	Considerable
	Does not meet expectations	Meets expectations	
Total Average for Dimension	1.54	2.86	Moderate
	Partially meets expectations	Meets expectations	

During the focus group interview, TSLT members stated that as a result of their participation in TAMAM, they began to approach solving problems differently. They related that prior to making any decisions to solve emerging problems, they take time to explore the nature of these problems with key stakeholders. So as subject matter coordinators faced with challenges related to finding the proper support and resources to their teachers, they started holding meetings with the teachers to brainstorm about the nature of the challenges they are facing as well as to get their suggestions for improvement. Participants agreed during their interviews that as a result of their participation in TAMAM their decisions and actions are based on consultation with the target group taking into consideration their needs and readiness. They also stated that they collect sufficient information about the latter. This is supported by the researcher field observation and examination of plans and documents which provide evidence that in both improvement initiatives following the TAMAM model (instructional supervision and student profile), TSLT members collected data from several parties (coordinators, teachers, and students) to identify and describe their needs and assess their readiness before proceeding with designing their interventions.

Attitudes. Initially, the TSLT score of 1.32 did not show evidence of positive attitudes as promoted by the TAMAM project towards the “decisions and actions driven by needs” competency. By 2019, the team scored 2.93 on the attitude elements of the “decisions and actions driven by needs” competency. The team marked a considerable growth on the attitude elements, moving them from not meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 23 shows the attitudes dimension growth of this competency.

Table 23

Attitudes dimension growth level - Decisions and actions driven by needs

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
6. Team members value the importance of considering the needs and readiness level of the target group.	1.33 Does not meet expectations	2.94 Meets expectations	Considerable
7. Team members value the importance of reflective dialogue and consultation with stakeholders.	1.31 Does not meet expectations	2.92 Meets expectations	Considerable
Total Average for Dimension	1.32 Does not meet expectations	2.93 Meets expectations	Considerable

During the focus group, the TSLT members expressed that due to the learning they acquired in TAMAM, they now believe that it is critical that the stakeholders that will be impacted by an improvement initiative are consulted and that their views are taken into consideration prior to making any decision or taking any action. They reported that they now value the importance of identifying and considering the needs and readiness of the target group. They also value the importance of engaging in reflective dialogue and undergoing thorough consultation with stakeholders. TSLT members who are coordinators agreed that “we wholeheartedly consult teachers and we work on developing them based on their needs and readiness.” During the researcher observations of the team meetings, their stated valuing of taking actions based on the needs of the target group was evident in the discourse they used and in the constant reminding of each other to ensure that the voices of the target groups were both heard and considered.

Competency 5: de-privatization of practice. The initial TSLT overall score on the “de-privatization of practice” competency was 1.68 which places the team acquisition of this competency under partially meeting the project’s expectations. By 2019, they had shown an overall moderate growth on the “de-privatization of practice” marked by a moderate growth in knowledge and skills, and considerable growth in attitudes. The TSLT score of 2.96 describes their performance which moved them from partially meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 24 below shows the overall growth level of de-privatization of practice competency.

Table 24

De-privatization of practice overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	2.16	2.97	Moderate
	Partially meets expectations	Meets expectations	
Skills	1.61	2.94	Moderate
	Partially meets expectations	Meets expectations	
Attitudes	1.44	2.97	Considerable
	Does not meet expectations	Meets expectations	
Total Competency	1.68	2.96	Moderate
Level of Performance	Partially meets expectations	Meets expectations	

Knowledge. Initially, TSLT score of 2.16 indicated that they had a partial understanding of the definition and implications of “de-privatization of practice”. By 2019, the team scored 2.97 on the knowledge elements of the “de-privatization of practice” competency. They marked a moderate growth on the knowledge elements; however, this growth moved them from partially meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 25 shows the knowledge dimension growth of this competency.

Table 25

Knowledge dimension growth level - De-privatization of practice

Knowledge Elements	Expectations	Level of Growth
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	Initial	Current	
1. Team members understand that de-privatization of practice is the exchange of educational knowledge and its limitation among educational practitioners to broaden each other’s expertise through sharing their practices.	2.08 Partially meet expectations	2.97 Meet expectations	Moderate
2. Team members understand that de-privatization of practice is a key for learning within a professional learning community.	2.25 Partially meet expectations	2.97 Meet expectations	Moderate
Total Average for Dimension	2.16 Partially meets expectations	2.97 Meets expectations	Moderate

During the focus group interview, TSLT members were able to state that they share experiences and practices to learn from each other and for the sake of school improvement. Evidence from the interviews and diagnostic checklists as well as the researcher field observation indicated that TSLT members clearly understand that sharing their failures as well as their success stories is now part of their professional habits and they consider it indispensable for their professional learning.

Skills. Initially, TSLT score of 1.61 showed that there was partial evidence of possessing skills of practice for the “de-privatization of practice” competency. By 2019, the team scored 2.94 on the skills elements of the “de-privatization” competency. The members marked a moderate growth on the skills elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 26 shows the skills dimension growth of this competency.

Table 26

Skills dimension growth level - De-privatization of practice

Skills Elements	Expectations		Level of Growth
	Initial	Current	
3. Team members speak with candor (honesty, impartiality).	2.17 Partially meets expectations	2.94 Meets expectations	Moderate
4. Team members share successful and unsuccessful experiences.	1.44 Does not meet expectations	2.97 Meets expectations	Considerable
5. Constructive critique of practice is welcomed and non-defensive.	1.42 Does not meet expectations	2.94 Meets expectations	Considerable
6. Team members practice accountable talk and non-judgmental listening.	1.39 Does not meet expectations	2.93 Meets expectations	Considerable
Total Average for Dimension	1.61 Partially meets expectations	2.94 Meets expectations	Moderate

During the focus group interview, TSLT members explained how their participation in TAMAM made it possible and easy for them to “admit their mistakes to each other.” They also shared that they now possess unconditional acceptance of the examination of their practice. They

asserted, “the examination of our practice is a way to help us improve...we say our problems to learn and find solutions from others.” They totally welcome constructive critique and openly share successful and non-successful experiences. Finally, TSLT members related during the focus group interview that they now practice accountable talk and non-judgmental listening. They said, “we are very open to each other’s’ opinions...we have no problem with diversity of views.”

Attitudes. Initially, the TSLT attitudes score of de-privatization of practice competency is 1.44. By 2019, the team scored 2.97 on the attitude elements of the “de-privatization of practice” competency. It marked a considerable growth on most of the elements of the attitude dimension of this competency, moving them from not meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 27 shows the attitudes dimension growth of this competency.

Table 27

Attitudes dimension growth level - De-privatization of practice

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
7. Team members value de-privatization of practice as a reflection of their common understanding that students’/school’s success is a joint responsibility.	1.44 Does not meet expectations	2.97 Meets expectations	Considerable

8. Team members value an atmosphere of appreciation and recognition of others.	1.42 Does not meet expectations	2.97 Meets expectations	Considerable
9. Team members are willing to be transparent about the outcomes of their practices.	1.47 Does not meet expectations	2.97 Meets expectations	Considerable
Total Average for Dimension Attitudes	1.44 Does not meet expectations	2.97 Meets expectations	Considerable

During the focus group interview, TSLT members expressed that they value school’s improvement as a joint responsibility. They also explained that as professionals they have a collective main vision and purpose. Based on the researcher field observation, TSLT meetings had an atmosphere of appreciation and recognition of others. They were willing to be transparent about the outcomes of their practices. Participant 5 said during the focus group interview, “we consider critique as not personal and we consider the success of one of us as the success of all.”

Competency 6: systematic documented practice. The initial TSLT overall score on the “systematic documented practice” competency was 1.47 which qualified them under not meeting the project’s expectations. By 2019, they had shown considerable overall growth on this competency marked by a moderate growth in knowledge, skills, and attitudes. The TSLT score of 2.6 describes their performance which moved them from not meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 28 below shows the overall growth level of systematic documented practice competency.

Table 28

Systematic documented practice overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.75 Partially meets expectations	2.94 Meets expectations	Moderate
Skills	1.22 Does not meet expectations	2.48 Partially meets expectations	Moderate
Attitudes	2.14 Partially meets expectations	2.86 Meets expectations	Moderate
Total Competency	1.47	2.6	Considerable
Level of Performance	Does not meet expectations	Meets expectations	

Knowledge. Initially, the TSLT score of 1.75 indicated that members did not have a clear understanding of systematic documented practice as defined by TAMAM5. By 2019, the team scored 2.94 on the knowledge elements of the “systematic documented practice” competency. They marked a moderate growth on the knowledge elements; however, this growth moved them from partially meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 29 shows the knowledge dimension growth of this competency.

Table 29

Knowledge dimension growth level - Systematic documented practice

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members know that documentation is the act of methodical recording, organizing, archiving, retrieving and disseminating educational practices.	2.14 Partially meets expectations	2.94 Meets expectation	Moderate
2. Team members understand that documentation is the process of preserving the collected data to be used for decision-making at all stages of the TAMAM's journey.	1.36 Does not meet expectations	2.94 Meets expectations	Considerable
Total Average for Dimension	1.75 Partially meets expectations	2.94 Meets expectations	Moderate

During the focus group interview, TSLT members expressed their understanding that documentation is the act of recording, archiving and retrieving educational practices. They also stated that documentation is indispensable for disseminating educational practices “year after the other... for the success of us and other teachers.” They also conveyed that documentation allowed them not only in TAMAM work but also in their daily teaching and coordination practices to preserve the collected data to be used for decision-making.

Skills. Initially, the TSLT score of 1.22 did not meet the project’s expectations related to the “systematic documented practice” competency. By 2019, they scored 2.48 on the skills elements of the “systematic documented practice” competency. They marked a moderate growth

on the skills elements; however, this growth moved them from not meeting the project’s expectations to partially meeting them, as defined by the TAMAM rubric. Table 30 shows the skills dimension growth of this competency.

Table 30

Skills dimension growth level - Systematic documented practice

Skills Elements	Expectations		Level of Growth
	Initial	Current	
3. Team members systematically document practices/meetings/workshops in a clear way using agreed upon format that facilitates retrieval.	1.29 Does not meet expectations	2.75 Meets expectations	Considerable
4. Team members regularly document their reflections	1.31 Does not meet expectations	2 Partially meets expectations	Moderate
5. Team members use the documented experiences to inform policy development at the school and national level.	1.11 Does not meet expectations	2.69 Meets expectations	Considerable
6. Team members use the documented data for decision-making at all relevant stages of the TAMAM Journey.	1.14 Does not meet expectations	2.75 Meets expectations	Considerable
7. Team member(s) compose final reports that document the experience they went through at all stations of the TAMAM journey and clearly capture the improvement journey’s process in a way others can adapt and/or build on it	1.28 Does not meet expectations	2 Partially meets expectations	Moderate

8. Documented practice is disseminated and made available to relevant audience.	1.19	2.69	Considerable
	Does not meet expectations	Meets expectations	
<hr/>			
Total Average for Dimension	1.22	2.48	Moderate
	Does not meet expectations	Partially meets expectations	

During the focus group interview, TSLT members expressed that they now ensure that everything related to their improvement project is documented at the case school. The field examination of documents revealed that all the TAMAM meetings, resources, reflections, and workshops were stored. Besides, both TAMAM improvement initiatives at the case school (instructional supervision and student profile) generated many documents that are now available to any school personnel and are converted into institutional policies officially adopted in the case school. Moreover, TSLT members reported that they regularly document their reflections and daily practices. During the focus group interview, they agreed on the following statements: “we document our practices...we document based on the tools we agreed on.” Based on the researcher observation, some TSLT members decided to collect data about their teachers’ portfolios that include teachers’ plans, any parents complains, reflections, and any teachers’ related documents to help TSLT members (as instructional supervisors and coordinators) to take documented and evidence-based decisions about their teachers. As for the final report that documented the experience of all TAMAM journey stations, this was mainly done by the internal coach/participant 4 with the involvement of other TSLT members.

Attitudes. The overall attitude scores of the “systematic documented practice” competency show a moderate growth (2.86 >2.14). TSLT marked a moderate growth on the attitude elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 31 shows the skills dimension growth of this competency.

Table 31

Attitudes dimension growth level - Systematic documented practice

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
9. Team members value the importance of documentation.	2.17 Partially meets expectations	2.89 Meets expectations	Moderate
10. Team members value the importance of disseminating their practices to relevant audiences.	2.11 Partially meets expectations	2.83 Meets expectations	Moderate
Total Average for Dimension	2.14 Partially meets expectations	2.86 Meets expectations	Moderate

TSLT members appeared to have had acquired additional positive attitudes toward systematic documented practice from the start of the TAMAM project. They valued the importance of documentation in their daily professional practices and considered it as a mean

through which their practices can be disseminated to teachers. During the focus group interview TSLT members agreed on the following statements: “documentation is a solution to us in the first place...documentation is not an exhausting work; it’s a reflective narration of our professional journey...documentation is very important for our success and the success of other teachers.”

Competency 7: evolving design planning. The initial TSLT overall score on the “evolving design planning” competency was 1.31 which placed them under “not meeting the project’s expectations” for that competency. By 2019, they had shown considerable overall growth on the “evolving design planning” marked by a considerable growth in knowledge, skills, and attitudes. The TSLT score of 2.88 indicates their performance which moved from not meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 32 shows the overall growth level of evolving design planning competency.

Table 32

Evolving design planning overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.32	2.97	Considerable
	Does not meet expectations	Meets expectations	
Skills	1.32	2.83	Considerable
	Does not meet expectations	Meets expectations	
Attitudes	1.28	2.87	Considerable

	Does not meet expectations	Meets expectations	
Total Competency	1.31	2.88	Considerable
Level of Performance	Does not meet expectations	Meets expectations	

Knowledge. Initially, the TSLT did not show evidence they understood that continuous monitoring of their work was an inherent part of their planning process, as shown by their score of 1.31. By 2019, the team scored 2.97 on the knowledge elements of the “evolving design planning” competency. They marked a considerable growth on the knowledge elements which moved them from not meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 33 shows the knowledge dimension growth of this competency.

Table 33

Knowledge dimension growth level – Evolving design planning

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members understand that evolving design planning is the construction and deconstruction of action plans in response to emerging challenges and based on evidence.	1.33 Does not meet expectations	2.97 Meets expectations	Considerable
2. Team members understand that continuous monitoring is the mean through which they can modify and improve their plan during implementation.	1.31 Does not meet expectations	2.97 Meets expectations	Considerable

3. Team members are aware that the plans they set are initial and can be modified during implementation.	1.31 Does not meet expectations	2.97 Meets expectations	Considerable
Total Average for Dimension	1.32 Does not meet expectations	2.97 Meets expectations	Considerable

During the focus group interview, TSLT members showed that they understand that all plans should be continuously monitored and that modification must be introduced during implementation in response to emerging challenges and based on evidence. For example, participant 10 said, “I always go back to my plan and I know that I always need to edit it and document its editions and be aware of the reasons behind these changes in the plan.”

Skills. Initially, TSLT score of 1.32 showed that there was no evidence of skills practiced that are related to the “evolving design planning” competency. By 2019, they scored 2.83 on the skills elements of the “evolving design planning” competency. They marked a considerable growth on the skills elements, moving from not meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 34 shows the skills dimension growth of this competency.

Table 34

Skills dimension growth level – Evolving design planning

Skills Elements	Expectations		Level of Growth
	Initial	Current	

4. Team members design a monitoring plan to guide the process of construction and deconstruction of their initial plan.	1.36 Does not meet expectations	2.83 Meets expectations	Considerable
5. Team members monitor the implementation of their plan to examine the process and its preliminary impact.	1.31 Does not meet expectations	2.83 Meets expectations	Considerable
6. Team members identify and examine limiting factors in the design of their plan (processes and activities) during the implementation process.	1.36 Does not meet expectations	2.86 Meets expectations	Considerable
7. Team members practice reflection and dialogue at the identified monitoring stops.	1.31 Does not meet expectations	2.81 Meets expectations	Considerable
8. Team members make necessary modifications to their plan based on the evidence from the monitoring stops.	1.28 Does not meet expectations	2.81 Meets expectations	Considerable
9. Team members make necessary modifications to the plan by 1. adding resources, 2. Modifying strategies, and/or 3. Resetting goals as deemed necessary by evidence.	1.28 Does not meet expectations	2.86 Meets expectations	Considerable
Total Average for Dimension	1.32 Does not meet expectations	2.83 Meets expectations	Considerable

During the focus group interview, TSLT members explained that during the implementation of the TAMAM improvement projects at their school, they had set an initial plan and developed indicators of success. These indicators were used to frequently monitor their implementation and revise the effectiveness of their strategies and refine them based on the results of the monitoring stops and the emerging needs of their project. They stated, “we monitor to check if we are on the right track or not.” Also, TSLT members explained during the focus group that they are now able to identify limiting factors in the design of their plans and the expected challenges during implementation, and that this is something they practice regularly. They mentioned, “we have to anticipate the challenges and think of how to deal with them...we change in our plans depending on the circumstances.” Participant 5 also said, “we make necessary modifications to the plan by either modifying strategies or resetting goals as deemed necessary by evidence.”

Attitudes. Initially, TSLT showed no evidence of positive attitudes related to the “evolving design planning” competency promoted by the TAMAM project, as shown by their overall score of 1.28. By 2019, they scored 2.87 on the attitude elements of the “evolving design planning” competency. They marked a considerable growth on the attitude elements, moving from not meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 35 shows the attitudes dimension growth of this competency.

Table 35

Attitudes dimension growth level – Evolving design planning

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	

10. Team members tolerate uncertainty and ambiguity during implementation.	1.28	2.81	Considerable
	Does not meet expectations	Meets expectations	
11. Team members accept and value construction and deconstruction of their plans and actions.	1.28	2.92	Considerable
	Does not meet expectations	Meets expectations	
Total Average for Dimension	1.28	2.87	Considerable
	Does not meet expectations	Meets expectations	

The evidence collected from the field observation and the focus group interview revealed that TSLT members had positive attitudes toward ones that tolerate uncertainty and ambiguity. Their statements also revealed that they now accept and value the construction and deconstruction of their plans as a normal part of their actions. Participant 10 explained, “one of the things that greatly affected me in TAMAM was the evolving design planning; I go back to every plan I do and modify it whenever necessary.”

Competency 8: professional collaboration. The initial TSLT “professional collaboration” overall score was 1.72 which qualified them under partially meeting the project’s expectations for that competency. By 2019, they had shown an overall moderate growth on the “professional collaboration” marked by a moderate growth in knowledge, skills, and attitudes. The TSLT score of 2.94; however, describes their performance which moved from partially meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 36 below shows the overall growth level of professional collaboration competency.

Table 36

Professional collaboration overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.79	2.95	Moderate
	Partially meets expectations	Meets expectations	
Skills	1.85	2.93	Moderate
	Partially meets expectations	Meets expectations	
Attitudes	1.57	2.96	Moderate
	Partially meets expectations	Meets expectations	
Total Competency	1.72	2.94	Moderate
Level of Performance	Partially meets expectations	Meets expectations	

Knowledge. Initially, TSLT members understood that professional collaboration was a way to realize shared goals; they knew and understood the individual and collective assets of the team. They scored 1.79 on knowledge elements, which qualified them as partially meeting the project’s expectations for that dimension. By 2019, the team scored 2.95 on the knowledge elements of the “professional collaboration” competency. They marked moderate growth in the knowledge elements; however, this growth moved them from partially meeting the project’s

expectations, to meeting them as defined by the TAMAM rubric. Table 37 shows the knowledge dimension growth of this competency.

Table 37

Knowledge dimension growth level – Professional collaboration

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
<i>Note. Knowledge dimension growth level – Professional collaboration</i>			
1. Team members understand that professional collaboration is productively working together in joint efforts towards a common goal.	2.19 Partially meets expectations	2.97 Meets expectations	Moderate
2. Team members understand the collective assets of the group (skills, attitudes, backgrounds and expertise).	1.39 Does not meet expectations	2.92 Meets expectations	Considerable
Total Average for Dimension	1.79 Partially meets expectations	2.95 Meets expectations	Moderate

During the focus group interview, TSLT members’ responses showed that they understand that professional collaboration is manifested by productively working together toward the school common goals and vision. They said in response to a request to explain what professional collaboration means to them: “we are all one hand...our goal is one...we have a common language that guides our work.”

Skills. Initially, TSLT score of 1.85 showed that there was partial evidence of skills of the “professional collaboration” competency. By 2019, the team scored 2.93 on the skills dimension of the “professional collaboration” competency. They marked a moderate growth on the skills elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 38 shows the skills dimension growth of this competency.

Table 38

Skills dimension growth level – Professional collaboration

Skills Elements	Expectations		Level of Growth
	Initial	Current	
3. Team members develop a shared goal/vision.	1.44 Does not meet expectations	2.97 Meets expectations	Considerable
4. Team members collaborate to plan for action.	1.44 Does not meet expectations	2.86 Meets expectations	Considerable
5. Team members collectively make decisions.	2.19 Partially meets expectations	2.94 Meets expectations	Moderate
6. Team members share resources and expertise.	2.08 Partially meets expectations	2.92 Meets expectations	Moderate

7. Team members ask each other for the help needed to achieve the team's goals.	2.92 Meets expectations	2.97 Meets expectations	No growth
8. Team members respectfully and clearly communicate their thoughts about educational practices.	2.17 Partially meets expectations	2.94 Meets expectations	Moderate
9. Team members practice affirmative listening.	2.14 Partially meets expectations	2.94 Meets expectations	Moderate
10. Team members offer and accept apologies from each other without hesitation.	1.42 Does not meet expectations	2.93 Meets expectations	Considerable
11. Team members accommodate each other's weaknesses, while accepting their own.	1.4 Does not meet expectations	2.94 Meets expectations	Considerable
12. Team members constructively manage inevitable conflicts.	1.33 Does not meet expectations	2.89 Meets expectations	Considerable
Total Average for Dimension	1.85 Partially meets expectations	2.93 Meets expectations	Moderate

During the focus group interview, there was clear evidence that the TSLT members were operating as a team and that they have developed a collective goal and vision. They related many practices that demonstrate that they have begun to acquire skills associated with professional collaboration. In fact, they related that they now often ask each other's for help and clearly communicate their thoughts and educational practices. Some of the statements shared were; "I always ask myself how can I help others...I share my expertise with others." TSLT members also related that they learnt in TAMAM to accommodate each other's weaknesses and to offer help to others with humility. During the focus group interview, TSLT members agreed on the following statements: "we support each other's weaknesses...we are humble with our strengths; we share them with others...we learn from each other." They also explained that for them asking for help has become part of the learning process, especially when there is acceptance of one's own weaknesses as well as a willingness to accommodate others. During the researcher observations of the team meetings, it became evident that the team members knew each other's strengths and that this served as a motivation to work on developing the points of weakness. They were very comfortable in asking for help from those they perceive as having expertise on a certain issue. In the last phases of the implementation of their project they often called on the PST and on the TAMAM internal coach to ask them for help whenever necessary. Moreover, TSLT members related that as a professional and collaborative team they now collectively make decisions. Participant 12 said, "decisions are collectively made from the cumulative rich expertise of our human resources." Besides, according to the researcher field observation, TSLT members collaborated to plan for action by asking each other for input and building ideas according to that input. They exchanged information and point of views, each based on his/her experience and professional background. Decisions were made collectively and

each team member voice was part of that decision. Finally, based on the researcher field observation and throughout the implementation of TAMAM improvement projects at the case school, TSLT members used to share articles and resources to discuss together and learn from.

Attitudes. Initially, the TSLT score of 1.57 showed partial evidence of positive attitudes toward the “professional collaboration” competency. By 2019, the team scored 2.96 on the attitude elements of the “professional collaboration” competency. They marked a moderate growth on the attitude elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 39 shows the attitudes dimension growth of this competency.

Table 39

Attitudes dimension growth level – Professional collaboration

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
13. Team members value the contribution of all individuals regardless of their formal position at the school and attend to new ideas, especially those serving student learning.	1.75 Partially meets expectations	2.97 Meets expectations	Moderate
14. Team members view collaboration as an added value while inquiring about educational practices.	1.44 Does not meet expectations	2.97 Meets expectations	Considerable
15. Team members value taking risks in offering feedback and assistance.	1.36	2.94	Considerable

	Does not meet expectations	Meets expectations	
16. Team members are supportive of one another's strength.	1.33	2.94	Considerable
	Does not meet expectations	Meets expectations	
17. Team members embrace diversity in gender, ethnicity, political affiliation, nationality and professional background.	1.39	2.94	Considerable
	Does not meet expectations	Meets expectations	
18. Team members respect and abide by the ethical code of conduct agreed upon as a team.	2.14	2.97	Moderate
	Partially meets expectations	Meets expectations	
Total Average for Dimension	1.57	2.96	Moderate
	Partially meets expectations	Meets expectations	

Evidence from the interviews and diagnostic checklists as well as the researcher field observation indicated that TSLT members value each other's contributions and make positive comments about each other's point of view while discussing them. They attributed their success to everyone's efforts. During the focus group interview, they all agreed on statements made with respect to valuing diversity and considering it an asset to the work of the team. They said, "diversity is normal and we respect it...thank you TAMAM for the opportunity of learning from others." They obviously developed a positive stance towards diversity stating that it is a source of learning and creativity: "if we are all the same we won't be creative...each one learns from the

other...each one of us has a certain learning and expertise that we wholeheartedly like to give to others.”

Competency 9: participative leadership for continuous improvement. The initial TSLT overall score on “participative leadership for continuous improvement” was 1.71 which qualified them under partially meeting the project’s expectations for that competency. By 2019, they had shown an overall moderate growth on the “participative leadership for continuous improvement” marked by a moderate growth in knowledge, skills, and attitudes. The TSLT score of 2.75; however, describes their performance which moved from partially meeting the projects expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 40 below shows the overall growth level of participative leadership for continuous improvement competency.

Table 40

Participative leadership for continuous improvement overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
Knowledge	1.84 Partially meets expectations	2.81 Meets expectations	Moderate
Skills	1.59 Partially meets expectations	2.73 Meets expectations	Moderate
Attitudes	1.76 Partially meets expectations	2.91 Meets expectations	Moderate

Total Competency	1.71	2.75	Moderate
Level of Performance	Partially meets expectations	Meets expectations	

Knowledge. Initially, the TSLT score of 1.84 showed that there was partial evidence that they conceived of effective leadership for continuous improvement is participative. They knew that each one is a leader from his or her place and that leadership in the case school is not restricted to one or few people with formal leadership positions. By 2019, the team scored 2.81 on the knowledge elements of the “participative leadership for continuous improvement” competency. They marked a moderate growth on the knowledge elements; however, this growth moved them from partially meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 41 shows the knowledge dimension growth of this competency.

Table 41

Knowledge dimension growth level – Participative leadership for continuous improvement

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members understand that effective leadership for continuous improvement is participative.	2 Partially meets expectations	2.97 Meets expectations	Moderate
2. Team members understand that on-going learning is a central aspect of leadership.	1.44 Does not meet expectations	2.22 Partially meets expectations	Considerable

3. Team members understand the various sources of power not necessarily associated with one's formal position.	2.13 Partially meets expectations	2.92 Meets expectations	Moderate
4. Team members are aware that the expertise they hold in a certain area is a source of power for change.	1.44 Does not meet expectations	2.97 Meets expectations	Considerable
5. Team members understand that they have the right, capability and responsibility to lead.	2.17 Partially meets expectations	2.97 Meets expectations	Moderate
Total Average for Dimension	1.84 Partially meets expectations	2.81 Meets expectations	Moderate

During the focus group interview, when asked to share their understanding of leadership in the context of schools, TSLT members were able to provide a more elaborate understanding of leadership that encompasses additional elements as specified by the TAMAM Rubric. Namely they all agreed on the following statements: “the leader is the one who makes leaders...who listens and respect others’ opinions and views.” They elaborated that in TAMAM, “we are being trained to become leaders and in turn build leadership skills in our department members to create teachers as new leaders for change.” During the individual interviews, TSLT members (whether they are in an administrative position or not) considered that their participation in TAMAM developed their belief that they are agents of change in their educational institution. They consistently made verbal statements that power is not only associated with one’s formal position

and their participation in TAMAM increased their motive and responsibility to lead and adopt any change initiative in the case school. Participant 3 stated that TAMAM moved her out from her small teaching and coordination roles into leadership roles with the right, capability, and responsibility to lead change initiatives at the case school.

Skills. Initially, TSLT score of 1.59 showed that there was partial evidence that they possessed or practice skills for the “participative leadership for continuous improvement” competency. By 2019, they scored 2.73 on the skills elements of the “participative leadership for continuous improvement” competency. They marked a moderate growth on the skills elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 42 shows the skills dimension growth of this competency.

Table 42

Skills dimension growth level – Participative leadership for continuous improvement

Skill Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members identify and acknowledge obstacles hindering their continuous improvement and proactively address them.	1.35 Does not meet expectations	2.13 Partially meets expectations	Moderate
2. Team members display creativity (thinking outside the box) and innovativeness to solve their problems.	1.33 Does not meet expectations	2.8 Meets expectations	Considerable

3. Team members build collective power from own expertise.	2.11	2.92	Moderate
	Partially meets expectations	Meets expectations	
4. Team members resolutely pursue the development and creation of knowledge targeted towards improvement.	1.42	2.94	Considerable
	Does not meet expectations	Meets expectations	
5. Team members demonstrate persistence and take risks.	1.74	2.88	Moderate
	Partially meets expectations	Meets expectations	
Total Average for Dimension	1.59	2.73	Moderate
	Partially meets expectations	Meets expectations	

The TSLT member statements in the focus group and individual interviews and observed practices provided evidence of their acquired skills in practicing the participative leadership competency. During TSLT individual interviews, all members agreed that their participation in TAMAM increased their resilience to face and overcome challenges and obstacles throughout the process of school-based improvement. However, there is still limited evidence that they proactively address them and display creativity and innovativeness to solve their problems. Moreover, during their individual interviews, TSLT members indicated that they are empowered to lead change without imposition from any authority figure. They consistently made verbal statements that power is not only associated with one's formal position and their participation in TAMAM increased their motive and responsibility to lead and adopt any change initiative in the

case school. Participant 5 said, “I see myself as an integral part of change in the school. I am from those who proudly hold the flag of change in the school.” Participant 11 declared that the learning she acquired in TAMAM gave her confidence in her role for leading change at the case school.

Attitudes. Initially, the TSLT score of 1.76 showed partial evidence of positive attitudes as reflected in the “participative leadership for continuous improvement” competency. By 2019, the team scored 2.91 on the attitude elements of the “participative leadership for continuous improvement” competency. The team marked a moderate growth on the attitude elements; however, this growth moved them from partially meeting the project’s expectations to meeting them as defined by the TAMAM rubric. Table 43 shows the attitudes dimension growth of this competency.

Table 43

Attitudes dimension growth level – Participative leadership for continuous improvement

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
6. Team members are willing to take initiative to identify imminent needs and set priorities.	1.33 Does not meet expectations	2.92 Meets expectations	Considerable
7. Team members share responsibility for decisions and accountability for outcomes.	1.41 Does not meet expectations	2.93 Meets expectations	Considerable
8. Team members believe that change is within their collective powers (agents of	2.19	2.94	Moderate

change, individuals who lead change within the school).	Partially meets expectations	Meets expectations	
14. Team members lead by example by modeling the TAMAM values that are necessary for continuous improvement.	2.14 Partially meets expectations	2.86 Meets expectations	Moderate
Total Average for Dimension	1.76 Partially meets expectations	2.91 Meets expectations	Moderate

The TSLT member statements in the focus group and individual interviews and observed practices provide evidence of their positive attitude towards practicing the participative leadership competency. Their responses reflected that they agree about the importance of taking initiatives to identify imminent needs. They also provided evidence of their belief that they are agents of change. During their individual interviews, they consistently made verbal statements that power is not only associated with one’s formal position and that their participation in TAMAM increased their motive and responsibility to lead and adopt any change initiative in the case school. Several TSLT members reported that because of TAMAM they now believe that change is within their collective power and that they have the authority needed to make some decisions without solely depending on their superiors. Participant 3 said that decisions were more centralized and unilateral at their school and that they never possessed the will to defy that norm. Now, participants agree that “together our voice is important in the process of making decisions at the school.”

Competency 10: mentoring approach. The initial TSLT overall score on “mentoring approach” competency was 1.5 which qualified them under not meeting the project’s expectations for that competency. By 2019, they had shown considerable overall growth in the “mentoring approach” marked by moderate growth in knowledge and attitudes and considerable growth in skills. The TSLT score of 2.83 describes their performance which moved from not meeting the project’s expectations to meeting them, as detailed by the TAMAM Master Rubric. Table 44 below shows the overall growth level of the mentoring approach competency.

Table 44

Mentoring approach overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
<i>Note. Mentoring approach overall growth level</i>			
Knowledge	2.22	2.97	Moderate
	Partially meets expectations	Meets expectations	
Skills	1.47	2.81	Considerable
	Does not meet expectations	Meets expectations	
Attitudes	1.67	2.58	Moderate
	Partially meets expectations	Meets expectations	
Total Competency	1.5	2.83	Considerable
Level of Performance	Does not meet expectations	Meets expectations	

Knowledge. Initially, the TSLT score of 2.22 showed that there was evidence that they partially understood mentoring approach as aligned with the definition adopted by TAMAM. By 2019, the team scored 2.97 on the knowledge element of the “mentoring approach” competency. They marked a moderate growth on the knowledge element; however, this growth moved them from partially meeting the project’s expectations, to meeting them as defined by the TAMAM rubric. Table 45 shows the knowledge dimension growth of this competency.

Table 45

Knowledge dimension growth level – Mentoring approach

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	
1. Team members understand that mentoring is helping people progress in their profession to reach their full potential through a relationship of trust and respect.	2.22 Partially meets expectations	2.97 Meets expectations	Moderate
Total Average for Dimension	2.22 Partially meets expectations	2.97 Meets expectations	Moderate

During the focus group interview, the TSLT members made statements that clearly articulate mentoring and its definition in their daily language. They agreed on the following statements: “mentoring is helping people progress in their profession by sharing knowledge and experiences... mentoring is moving with mentees step by step towards the desired expectations...mentoring is a continuous follow up with mentees in their professional

development journey.” They also stated the importance of accompanying mentees through the mentoring journey and providing the necessary support for them.

Skills. Initially, the TSLT scored 1.44 on the skills elements, not meeting the project’s expectations for this competency. In 2019, the team scored 2.78 on the skills elements, meeting the project’s expectations for this competency. This shows that there was considerable growth in the overall skills needed for the mentorship approach which moved the team from not meeting the project’s expectations to meeting them, as delineated by the TAMAM rubric. Table 46 shows the skills dimension growth of this competency.

Table 46

Skills dimension growth level – Mentoring approach

Skills Elements	Expectations		Level of Growth
	Initial	Current	
2. Mentors practice effective listening to mentees’ ideas, goals, and aspirations and motivate and guide them to put these ideas into action.	1.44 Does not meet expectations	2.91 Meets expectations	Considerable
3. Mentors walk alongside mentees continuously interacting with them.	1.42 Does not meet expectations	2.92 Meets expectations	
4. Mentors seek to understand the mentee’s perspectives and encourage them to share their views.	1.86 Partially meets expectations	2.89 Meets expectations	Moderate

5. Mentors ask mentees clarifying questions with the purpose of understanding the mentee's needs or the situation he/she is going through.	1.31 Does not meet expectations	2 Partially meets expectations	Considerable
6. Mentors challenge their mentees by providing constructive critique during evaluation and while providing feedback.	1.36 Does not meet expectations	2.81 Meets expectations	Considerable
7. Mentors challenge mentees by setting high expectations and continuously raising the bar for them.	1.36 Does not meet expectations	2.83 Meets expectations	Considerable
8. Mentors provide mentees with necessary support and relevant resources to help them meet the set high expectations.	1.42 Does not meet expectations	2.89 Meets expectations	Considerable
9. Mentors build a relationship of trust with mentees based on respect of each other's expertise, autonomy, and commitment.	1.47 Does not meet expectations	2.86 Meets expectations	Considerable
10. Mentors take time to understand mentees' personality and professional capabilities and guide them accordingly.	1.31 Does not meet expectations	2.89 Meets expectations	Considerable
Total Average for Dimension	1.47 Does not meet expectations	2.81 Meets expectations	Considerable

The TAMAM improvement initiative in the case school was “improving the formative evaluation between instructional supervisors and teachers.” Accordingly, it required the team members, all subject matter coordinators, to tackle and implement this competency as part of their supervisory role at the school. Based on the researcher field observation, the TSLT engaged in many learning experiences throughout the project that targeted developing this competency. They consulted experts and relevant literature about clinical and developmental supervision in which mentorship concepts are integral. TSLT learning about the latter was reflected during the focus group and individual interviews as well as the researcher field observation in the case school. The team made statements that reflected the practice of mentoring approach as a continuous interaction with mentees through affirmative listening, effective questioning and providing the necessary support and resources. Participant 6 said, “I listen to the teacher challenges and help her figure out how to overcome these challenges.” The team also made statements about challenging their mentees and building a professional relationship of trust and respect. They described that they now provide constructive criticism for teachers, critical evaluation and feedback, and set high expectations and continuously raise the bar for them each based on personality, capabilities, and years of experience. During the focus group interview, they agreed on the following statements: “we work with teachers step by step...we hold their hands and move them forward with the necessary coaching for them to reach the desired expectations”. TSLT also made statements about motivating and supporting mentees but also holding them accountable and responsible based on clearly stated expectations and goals. They said: “we totally support them; but if they do not show any learning or progress, we hold them accountable.”

Attitudes. Initially, TSLT scored 1.67 on the attitude elements, partially meeting the project’s expectations. They did not show evidence that they viewed conflict and disagreement as opportunities for understanding. They did, however; make passionate and inspiring statements about their beliefs and showed commitment to the school community, hence reflecting their belief in the importance of acting as role models. By 2019, the team scored 2.58 on the attitude elements of the mentoring approach competency. They marked a moderate growth on the attitude elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 47 shows the attitudes dimension growth of this competency.

Table 47

Attitudes dimension growth level – Mentoring approach

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
11. Mentors view acting as a role model a key dimension of the mentoring process.	1.94 Partially meets expectations	2.97 Meets expectations	Moderate
12. Mentors and mentees view conflict and disagreement as opportunities for understanding and professional growth.	1.39 Does not meet expectations	2.19 Partially meets expectations	Moderate
Total Average for Dimension	1.67 Partially meets expectations	2.58 Meets expectations	Moderate

The evidence collected from the field observation and the focus group interview revealed that TSLT members agreed that being a mentor necessitates acting as a role model to the mentees. For example, participant 7 declared, “the coach is a role model and a real success story to mentees.” They also viewed conflict and disagreement as opportunities for understanding and professional growth. Participant 7 added, “when members possess the same desired goals, they make use of conflicts and diversity of views to reach the best suggestions and solutions.” Participant 5 also said, “conflicts and diversity of views are normal and expected whenever facing change. This is considered a challenging experience for the coach that he or she can learn from.”

Competency 11: job-embedded experiential learning. The initial TSLT overall score on the “job-embedded experiential learning” competency was 1.62 which qualified them under partially meeting the project’s expectations for that competency. By 2019, they had shown an overall moderate growth on the “job-embedded experiential learning” marked by a moderate growth in knowledge and skills and no growth in attitudes. The TSLT overall score of 2.03; however, describes their performance which moved from not meeting the project’s expectations to partially meeting them as detailed by the TAMAM Master Rubric. Table 48 below shows the overall growth level of the job-embedded experiential learning competency.

Table 48

Job-embedded experiential learning overall growth level

Competency Dimension	Expectations		Level of Growth
	Initial	Current	
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Knowledge	1.62	2.56	Moderate
	Partially meets expectations	Meets expectations	
Skills	1.32	1.87	Moderate
	Does not meet expectations	Partially meets expectations	
Attitudes	1.69	2.15	No growth
	Partially meets expectations	Partially meets expectations	
Total Competency	1.44	2.03	Moderate
Level of Performance	Does not meet expectations	Partially meets expectations	

Knowledge. Initially, the TSLT knowledge score of 1.62 showed that members have a partial understanding of experiential learning. By 2019, the team scored 2.56 on the knowledge elements of the “job-embedded experiential learning” competency. They marked a moderate growth on the knowledge elements; however, this growth moved them from partially meeting the project’s expectations to meeting them, as defined by the TAMAM rubric. Table 49 shows the knowledge dimension growth of this competency.

Table 49

Knowledge dimension growth level – Job-embedded experiential learning

Knowledge Elements	Expectations		Level of Growth
	Initial	Current	

1. Team members understand that experiential learning exists when they cognitively, affectively and behaviorally (1) notice a certain experience, (2) reflect on it, (3) interpret /generalize it, and (4) apply/test it.	2.17	2.94	Moderate
	Partially meets expectations	Meets expectations	
2. Team members understand that the interaction of experience and ongoing reflection is one of the most encompassing, clarifying and relevant approaches to learning.	1.36	2.94	Considerable
	Does not meet expectations	Meets expectations	
3. Team members understand that experiential learning represents an ongoing repeating cycle and that they can join it at any stage.	1.32	1.8	Moderate
	Does not meet expectations	Partially meets expectations	
Total Average for Dimension	1.62	2.56	Moderate
	Partially meets expectations	Meets expectations	

During the focus group interview, TSLT members were able to define experiential learning as learning that is closely related/ connected to practice and resulting from it. They made statements indicative of this understanding: “I have to dig into my experience and learn from it...I have to evaluate its success or failure and the reasons behind failure.” Participant 3 said: “I have to reflect on my experience and that of others and learn from them.” However, all team members failed to state that experiential learning represented a repeating cycle and a strategy used to design professional development activities.

Skills. Initially, TSLT did not show evidence of any type of skills of the experiential learning competency. By November 2019, the team scored 1.87 on the skills elements of the experiential learning competency. They marked a moderate growth on the skills elements; however, this growth moved them from not meeting the project’s expectations to partially meeting them, as defined by the TAMAM rubric. Table 50 shows the skills dimension growth of this competency.

Table 50

Skills dimension growth level – Job-embedded experiential learning

Skills Elements	Expectations		Level of Growth
	Initial	Current	
4. Team members design activities/interventions that bring awareness to a certain experience, allow them to reflect on it, interpret it and then apply their new understanding.	1.31 Does not meet expectations	2.03 Partially meets expectations	Moderate
5. Team members design activities/interventions that allow team members to notice various new educational experiences and explore their reactions to them.	1.32 Does not meet expectations	1.69 Partially meets expectations	Moderate
6. Team member(s) design actions/interventions that allow them to provide opportunities to actively engage in continuous reflective exchanges and to re-examine their own goals and objectives.	1.31 Does not meet expectations	2.39 Partially meets expectations	Moderate
7. Team members engage in a sense-making process of their active engagement with the environment.	1.31	1.97	Moderate

	Does not meet expectations	Partially meets expectations	
8. Team members design actions/interventions that allow the application of new learning in their practice.	1.33 Does not meet expectations	1.25 Does not meet expectations	No growth
Total Average for Dimension	1.32 Does not meet expectations	1.87 Partially meets expectations	Moderate

Based on the focus group interview and the researcher field observation, TSLT members showed evidence that as a result to their participation in TAMAM, they now engage in designing together with their teachers' professional development plans which identify teachers' needs with clear activities and criteria of evaluation. They reported that they periodically follow up on these plans with teachers. Additionally, TSLT members reported that they now discuss experiences with teachers and engage them in reflective exchanges to re-examine their own goals and objectives. Some members asked their teachers to write reflection papers as reflective stations in their professional development journey. During the focus group interview, TSLT members agreed on the following statements: "we set individual professional development plans for our teachers...we design it based on teachers' needs...we set criteria of success and monitoring stops to follow up on teachers' progress." On the other hand, these practices were not consistent and not performed following clearly articulated set of procedures. Rather, they were still sporadic, and based on personal initiatives from some TSLT members. Most members seemed to be practicing this aspect of the competency as part of their instructional supervision role, rather than

as result of an understanding of this competency as an enabler for leading change. TSLT failed to show evidence that they purposefully designed professional development activities to allow teachers to go through the experiential learning cycle, and to apply the experiential learning approach to new professional learning experiences.

Attitudes. Initially, TSLT showed 1.69 score that reflects evidence of limited positive attitudes toward the job-embedded experiential learning competency. By 2019, they scored 2.15 on the attitude elements of the job-embedded experiential learning competency. Thus, they marked no growth in the attitude elements which kept them partially meeting the project’s expectations, as defined by the TAMAM rubric. Table 51 shows the attitudes dimension growth of this competency.

Table 51

Attitudes dimension growth level – Job-embedded experiential learning

Attitudes Elements	Expectations		Level of Growth
	Initial	Current	
9. Team members believe that learning is enhanced when people discover things for themselves, through their personal engagement.	2.03 Partially meets expectations	2.86 Meets expectations	Moderate
10. Team members value experiential learning cycle as an effective way for adults to learn and create meaning from direct experience.	1.36 Does not meet expectations	1.44 Does not meet expectations	No growth
Total Average for Dimension	1.69	2.15	No growth

Partially meets expectations	Partially meets expectations
------------------------------------	------------------------------------

Based on the focus group interview and the researcher field observation, TSLT members made some statements that show that they valued experiential learning as a way to learn and create meaning from direct experience. Their statements reflected that they valued having their professional learning activities in TAMAM framed around real experiences and reported their conviction that this framing allowed learning and offered them the opportunity to reflect on that learning. Participant 7 said, explaining how she learns best: “I need to live the experience and try; It might work or not but I need to learn from this experience.” However, TSLT members still fail to conceive of experiential learning as a comprehensive approach to designing more effective professional development activities. Their responses failed to show that they view experiential learning as a repeating cycle with initially and purposefully designed professional development activities that allow them and their teachers to go through and reflect on in a sense-making process of active engagement with the environment.

Summary of results. After completing the first cycle of the TAMAM improvement journey, TSLT members in the case school achieved considerable overall growth in all dimensions of the eleven TAMAM competencies. As apparent in Table 6 shown before, they met the project’s expectations in all competencies except for one competency that partially met the project’s expectations as detailed by the TAMAM Master Rubric. The ten TAMAM competencies met by TSLT members were reflective dialogue and practice, inquiry, evidence-based decisions, decisions and actions driven by needs, deprivatization of practice, systematic

documented practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, and mentoring approach. The last competency which is the job-embedded experiential learning was the only competency that was partially met as delineated by TAMAM Master Rubric.

Besides, as apparent in Table 7 shown before, TSLT members of the case school showed considerable overall growth in five competencies, inquiry, evidence-based decisions, systematic documented practice, evolving design planning, and mentoring approach. They also showed an overall moderate growth in the other six competencies, reflective dialogue and practice, decisions and actions driven by needs, deprivatization of practice, professional collaboration, participative leadership for continuous improvement, and job-embedded experiential learning.

Moreover, based on Table 6, the performance of the TSLT members on the competencies under each dimension categorized as knowledge, skills, and attitudes are summed in numbers in Table 52 below.

Table 52

Levels of TSLT performance per dimension of the 11 competencies

Competencies/ Dimensions	Meet Expectations	Partially Meet Expectations	Do Not meet Expectations
Knowledge	10	1	0
Skills	9	2	0
Attitudes	10	1	0

Based on Table 7, the level of growth of the TSLT members achieved in each dimension of the eleven competencies are presented in Table 53 below.

Table 53

Levels of growth per dimension of the 11 competencies

Competencies/ Dimensions	Considerable	Moderate	No growth
Knowledge	3	7	1
Skills	4	7	0
Attitudes	5	4	2

As apparent in Table 52, TSLT members showed that at the conclusion of the first learning cycle of the TAMAM school improvement journey, they met the project expectations in the knowledge dimension for ten competencies, evidence-based decisions, decisions and actions driven by needs, deprivatization of practice, systematic documented practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, mentoring approach, and job-embedded experiential learning. TSLT members partially met the project expectations in the knowledge dimension for one competency which was reflective dialogue and practice. Additionally, as apparent in Table 53, TSLT members of the case school showed considerable overall growth in knowledge dimension of three competencies, inquiry, evidence-based decisions, and evolving design planning. They also showed an overall moderate growth in knowledge dimension of seven competencies, decisions and actions driven by needs, deprivatization of practice, systematic documented practice, professional collaboration,

participative leadership for continuous improvement, mentoring approach and job-embedded experiential learning. While, TSLT members had no growth in knowledge dimension of one competency which is reflective dialogue and practice.

Moving to TSLT members' performance at the skills dimension of TAMAM competencies and as shown in Table 52, they met the project expectations in the skills dimension for nine competencies, reflective dialogue and practice, inquiry, evidence-based decisions, decisions and actions driven by needs, deprivatization of practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, and mentoring approach. TSLT members partially met the project expectations in the skills dimension for the rest two competencies, systematic documented practice and job-embedded experiential learning.

Moreover, as apparent in Table 53, TSLT members of the case school showed considerable overall growth in skills dimension of four competencies, inquiry, evidence-based decisions, evolving design planning, and mentoring approach. They also showed an overall moderate growth in skills dimension of the rest seven competencies, reflective dialogue and practice, decisions and actions driven by needs, deprivatization of practice, systematic documented practice, professional collaboration, participative leadership for continuous improvement, and job-embedded experiential learning.

Finally, as shown in Table 52, TSLT members met the project expectations in the attitudes dimension for ten competences, reflective dialogue and practice, inquiry, evidence-based decisions, decisions and actions driven by needs, deprivatization of practice, systematic documented practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, and mentoring approach. TSLT members partially met

the project expectations in the attitudes dimension for one competency which was job-embedded experiential learning. Besides, as apparent in Table 53, TSLT members of the case school showed considerable overall growth in attitudes dimension of five competencies, inquiry, evidence-based decisions, decisions and actions driven by needs, deprivatization of practice, and evolving design planning. They also showed an overall moderate growth in attitudes dimension of four competencies, systematic documented practice, professional collaboration, participative leadership for continuous improvement, and mentoring approach. However, TSLT members had no growth in attitudes dimension of two competencies, reflective dialogue and practice as well as job-embedded experiential learning.

Acquisition of the TAMAM Improvement Journey

TAMAM professional development activities are designed around offering participants a job-embedded set of learning experiences that are framed around the process of initiating, implementing, evaluating and instituting a school-based improvement initiative. This process is named in TAMAM: the TAMAM school improvement journey. The journey outlines a cyclical process with nine stations with detailed steps that guide the learners on how to initiate, plan, implement, monitor and evaluate an innovative improvement initiative based at the school level (see figure 2 shown before) (Karami-Akkary et al., 2012).

The TAMAM improvement journey rubric was used to examine the professional learning of TSLT in terms of the level of application and acquisition of the skills needed to complete each of the stations on this journey (see appendix D).

The school's TAMAM improvement projects. The case school joined the TAMAM project in year 2013-2014 and volunteered to implement the first pilot of the newly designed,

capacity building program. As such it became the first school which completed all the steps and activities of the newly refined TAMAM capacity building program. Upon launching the TAMAM project at the case school in 2013-2014, the school administration recommended instructional supervision as an area of concern that needs improvement and the principal selected a number of teachers with assigned coordination responsibilities to serve as the TAMAM school lead team (TSLT1) (participants 3, 4, 5, 6, 7, 8, 9, and 10). This team completed one full cycle of TAMAM's school improvement journey covering all its stations of need identification, goal setting, designing and planning, implementation, monitoring, and evaluation in 2017- 2018. Also, in that same year, the school administration decided to continue its involvement in the TAMAM project and began to expand its activities to include new teams formed that represent both the school's administrative and academic levels and departments. As a result, a new TAMAM improvement initiative was introduced with an improvement goal of reinforcing students' values acquisition through a character building program which emphasizes responsibility, respect, and open-mindedness values. It is led by administrative members (participants 9, 10, 11, 12) (TSLT 2) with participant 4 playing the role of the internal coach for this team. The improvement journey of the newly formed team is still in progress and not fully completed yet. The team leading this improvement initiative is currently revising the plan and setting monitoring plan for implementation.

TSLT acquisition of the TAMAM improvement journey stations. The section below reports the results on the acquisition of the skills needed to complete each station of the TAMAM improvement journey as identified for the members of TAMAM school lead teams formed for the two improvement projects mentioned above.

Identify the need station. Based on the focus group interview and the researcher field observation and documentation, there was clear evidence that all TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric. TSLT members demonstrated the skills for identifying an improvement need, based on evidence and agreement among school community that was related to student's learning. In the first improvement initiative which was about instructional supervision, TSLT members conducted focus groups for all teachers to request about their concerns about the case school subject matter coordination process. They followed the focus groups done with teachers with another one with coordinators to check the validity of results. They also read articles about action research and supervision. In line with the guidelines of the TAMAM improvement journey, the improvement goal for the case school in relation to supervision was then identified as improving the formative evaluation process between the coordinator and the teacher (i.e. the daily interactive professional relationship between both parties) (see appendix K for a sample of the initial plan report). Similarly, with students' character building improvement initiative, TSLT members distributed questionnaires to inquire about teachers' insights about the school character building program and their concerns about some students' behaviors and manners. They followed the questionnaires with focus groups with teachers and students for further inquiry and authenticity of results. The improvement goal for the case school in relation to character building was then identified which was reinforcing students' values acquisition through a character building program which emphasizes responsibility, respect, and open-mindedness values. Both improvement needs were aligned with the school's vision and the school strategic improvement direction. TSLT identified the improvement needs listing their manifestations, causes, and related factors and documented them following an initial plan template prepared by PST.

Identify the improvement goals station. Based on the focus group interview and the researcher field observation and documentation of TSLT initial plan reports, there was clear evidence that all TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric. TSLT members envisioned the ideal future scenario reflecting exemplary professional practices in both improvement initiatives that they were leading.

In the first improvement initiative which is about instructional supervision, TSLT members distributed questionnaires for coordinators to collect their supervisory success stories in relation to formative evaluation and their insights about the ideal practices of the latter. The ideal scenario was shaped by TSLT members from these success stories, solutions of teachers' concerns revealed in the focus groups, and the international literature about supervision. Then, TSLT members identified all of the improvement goals required to reach the ideal scenario. They also prioritized and selected the goals aligned with the educational institution vision and secured commitment of the school community. The two main improvement goals for this initiative were, building coordinators capacity as academic references in planning for subject materials, active learning techniques in classrooms, higher order thinking for developing students' cognitive skills, and as mentors and coaches who support and challenge teachers to learn and grow professionally. Hence, improvement of student learning was among the goals (see appendix K for a sample of the initial plan report). Finally, TSLT members have envisioned strategic directions for the school. They prepared handbooks with guidelines for teachers on how to implement Understanding by Design (lesson planning method), cooperative learning, as well as a handbook that includes guidelines on the functions and approaches of developmental supervision in the case school that includes its assumptions, roles, and tasks of academic coordinators/

supervisors. They also prepared teacher and coordinator profiles framing the strategic directions for the school and the standards used for effective teaching and coordination.

Same is the case with students' character building improvement initiative, where TSLT members shaped the ideal scenario from solutions of teachers' concerns revealed in the focus groups, existing school character building program documents about the case school students' desired values and their elements, and TAMAM student profile. They established a new comprehensive student profile for the case school as well as a professional student evaluation rubric that included both desired academic and behavioral characteristics of the case school student and framed the strategic directions for the school. Then, TSLT members identified all of the improvement goals required to reach this ideal scenario (student profile here). As a result, both improvement initiatives are within TAMAM strategic framework and criteria for an effective school because both contributed in envisioning the strategic directions for the case school.

Design the innovative intervention station. Based on the researcher field observation and documentation, there is clear evidence that TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric.

TSLT members had set the improvement objectives in both projects specifying in details the expected outcomes of the improvement project. They had strategically set the improvement objectives that were aligned with the improvement goals and part of the long-term strategic improvement plan of the educational institution to address its needs. The improvement objectives were based on the data/outcomes that were collected to identify the improvement need and address most of its aspects.

Based on the researcher field observation and documentation, the design of the first improvement initiative which was about improving instructional supervision was more developed and offered evidence of the team acquired skills related to completing the improvement journey. The operational objectives were specific, detailed, and supported by evidence, and were formulated in a way that reflected how the improvement objectives were fulfilled. The activities were clear, detailed, authentic, and can be used to fulfill the operational objectives. The resources needed for the activities were relevant, creative, and authentic to carry on with the procedures. The timeline proposed for the project to implement the activities was met in relation to the objectives and outcomes since it was well planned, detailed, and included the scope and sequence for the activities (see appendix K for a sample of the initial plan report).

Similarly, and based on the researcher field observation and documentation, with the second improvement initiative which was about student character building, the operational objectives were formulated correctly, justified for the improvement objectives, and aligned with the improvement goals. The activities aligned with the operational objectives. Most of the resources for the activities were relevant and were needed to carry on with the procedures. The planned timeline is not yet set. While this is still in progress, the TSLT members are aware of the need to complete its dimensions and to modify and revise the plan based on the anticipated challenges.

Prepare the monitoring plan. Based on the researcher field observation and documentation, there was clear evidence that TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric. There was evidence that the monitoring plan of the improvement initiative which was about instructional supervision was well developed and established. The criteria and indicators of success were set to monitor and evaluate all of the

improvement and operational objectives. TSLT members determined all sources of data and tools to collect the baseline data. They also determined and practiced monitoring stops with their dates and frequencies. The monitoring plan included detailed indicators of success for the improvement and operational objectives. It also determined the sources for data collection during monitoring (see appendix K for a sample of the initial plan report).

Plan for leading the implementation station. Based on the researcher field observation and the team documentation of their initial plan, there was clear evidence that TSLT members' skills exceeded the expectations in this station as defined by TAMAM journey rubric. The team reflected on the design of the improvement initiative and identified anticipated challenges that could emerge when the plan is implemented; taking into consideration the ones that can be solved and the ones out of the team's control. They examined these challenges under four organizational dimensions: structural, human relations, political and symbolic (see appendix K for a sample of the initial plan report).

The lead team modified the design of the innovative intervention based on the emerging challenges and the data collected in the previous stages to ensure a smooth implementation. They related during the focus group interview that they frequently monitored their implementation and revised the effectiveness of their strategies and refined them, based on the results of the monitoring stops and the emerging needs of their project. Also, TSLT explained that they are now able to identify aspects of the design of their innovative intervention and improvement plans that needs revision and constituted barriers to reaching the objectives. They also explained that they are now able to make decisions regarding the revisions needed during the implementation based on the nature of the identified challenges and their ability to address them.

Moreover, the initial plan document is another criterion for this station as required by TAMAM rubric for stations. The initial plan document included all the required stations of the journey with detailed explanation and appendixes regarding the tools for data collection and other resources. The document also reflected an understanding of the improvement journey with proper documentation (see appendix K for a sample of it).

Implement and monitor station. Based on the researcher field observation and documentation, there was clear evidence that TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric. The team implementation was always accompanied with monitoring. For example, at the end of year 2015-2016, focus groups with all teachers were conducted by TSLT members to monitor the plan progress and evaluate the improvement that took place in coordination process due to TAMAM intervention. In 2016-2017, a monitoring stop was done by TSLT members in which evaluation papers for teachers and coordinators were filled; qualitative and quantitative data were collected to monitor the implementation plan progress. Finally, in 2017-2018, individual interviews were conducted with a sample of new and old teachers from all departments to monitor coordinators' work. In all monitoring stations, all data generated, whether positive or negative was shared and analyzed to reach and derive future steps and modify and revise plans accordingly. For example, after the focus groups with teachers in 2015-2016, teachers reported major positive change and progress in their relationship with coordinators. Here, TSLT members revised their plan and changed its criteria of success from 60% of coordinators acquire clinical and developmental supervision skills to 100% for year 2016-2017. The focus groups with teachers also conveyed that they were having struggles with the newly adopted lesson planning model "understanding by design"

(UbD). This was a challenge to TSLT members to revise their plan and add more training on UbD for themselves and their teachers.

The initial plan was modified based on all the data collected and a well-planned and detailed document was written that included all the modifications and changes that took place throughout the implementation of the improvement project.

Evaluation plan station. Based on the researcher data and observation, TSLT members met TAMAM expectations in this station as defined by TAMAM journey rubric. Team members used questions to evaluate both the process and the impact of their improvement initiative. They selected criteria from their monitoring plans to evaluate both the process and impact of the improvement initiative. TSLT members considered that the data collected from the above mentioned monitoring stops and the tools and procedures already used to collect and analyze this data provide sufficient data for evaluation. They did not find a need for extra sources of data.

Evaluation station. Based on the researcher field observation and documentation, there was clear evidence that TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric. During the evaluation station, team members examined all the indicators and criteria they selected for evaluation to write a detailed and clear documentation of their evaluation procedure. At the conclusion of the evaluation, team members documented their evaluation using a final report template prepared by the PST that helped them compile all above mentioned stations of the TAMAM journey. This final report documented the experiences TSLT members went through at all stations of the TAMAM journey using sequential narration to describe where and how it started, how it was implemented, and how it was monitored and evaluated. It used clear language, gave practical recommendations, presented clear steps, and

provided enough details for an outside reader describing TSLT experience in TAMAM and the institutional context. This final report is posted on TAMAM project official website at the following link, <http://tamamproject.org/wp-content/uploads/2015/10/LIS-Final-Report.pdf>

Decision-making station. Based on all available data (interviews with TSLT members, principal, PST, as well as researcher documentation and observation) there was ample evidence that all TSLT members exceeded the expectations in this station as defined by TAMAM journey rubric. Decision-making took place at the case school to determine administrative tasks and to disseminate/share the results with others. Both TAMAM improvement initiatives at the case school (instructional supervision and student profile) became institutionalized and their generated templates and documents are now available to any school personnel and are formally adopted as part of the policies and regulations at the case school. Besides, the framework for shared decision-making process was set as a result of the learning acquired during the planning and implementation for their improvement initiatives. Individual interviews with TSLT members showed that decisions are now no more centralized and unilateral, opinions are heard, decision-making process becomes shared, and all are part of it. The interview with the school principal (participant 2) described how as a result of engaging in the school improvement initiatives launched at his school following the TAMAM school-based improvement journey, many school members are now involved in teams or committees that collaboratively and collectively make decisions and plans from which future steps are determined and recommendations for policy formulations are placed. More details about the organizational learning that happened at this station will be covered under the results of research question three.

In sum, results provided clear indications that TSLT members had met and exceeded the expectations in all the stations of the journey that were completed. Hence, they acquired the

knowledge and skills of initiating, planning, implementing, monitoring and evaluating of the school-based improvement process as detailed in the stations' rubric of the TAMAM journey. Finally, it was also evident that the overall attitude of the team towards the usefulness of this journey was very high. During their individual interviews, TSLT members agreed that TAMAM improvement journey provided them with a job-embedded experience of leading change initiatives and empowered them with a process they can always use to initiate and lead improvement at their school. Their statements provided ample evidence that they have adopted this journey as a guide to leading their improvement initiatives. This will be further elaborated later on in this chapter.

Concluding Note

In conclusion, findings for this research question showed that TSLT members' participation in TAMAM project resulted in considerable growth in their leadership capacity as measured through their acquisition of TAMAM competencies' knowledge, skills, and attitudes as well as the skills and attitudes associated with the TAMAM school improvement journey.

TSLT members acquired several leadership skills and competencies that enabled them to be team players, inquirers, reflectors, and mentors. They now constantly look for evidence and document their practices. They now have a process to follow for school improvement. They know how to identify needs, set goals, plan, monitor, evaluate, and innovate. All this in an environment of professional collaboration and de-privatization of practice. Hence, results showed that the TAMAM capacity building model seemed to have reached to a large extent its desired changes in the professional knowledge, skills, and attitudes of TSLT members in terms

of TAMAM competencies and improvement journey that empowered them to lead effective and sustainable school-based improvement.

Impact of TAMAM on TSLT Motivation and Commitment to Change

The second research question aimed at evaluating the impact of the school lead team participation in TAMAM on their motivation towards school improvement from the perspectives of TSLT members. School document analysis, data from the focus group with TSLT members, data from PST group interview, and summer 2018 PST meeting with TAMAM school lead team constituted sources of data that were examined to support the result findings for this research question whenever necessary.

Self-determination theory (SDT) described in the literature review provided the framework to report the study findings to illustrate on the motivation of the TSLT members as a result of their participation in TAMAM project. The three fundamental needs postulated by SDT that enhance people motivation when met: competence, autonomy, and relatedness were used as the initial themes. When qualitatively coding the data the understanding and the explanations under these themes emerged from the participants' responses during the interviews and the documents analysis. Other emerging codes that could not be reported under these dimensions are placed as separate themes. The themes and the subthemes that describe the relationship between the TSLT participation in TAMAM project and their motivation level are elaborated in the following sections.

Fostering TSLT Level of Motivation

All TSLT members agree that their participation in TAMAM project increased their motivation. Their answers also indicate that this increase in motivation can be attributed to their

experiences in the TAMAM project that they viewed as fulfilling their needs of competence, autonomy, and relatedness.

Increase in competence. All TSLT members agree that their participation in TAMAM increased their competence especially in aspects that improve their ability and preparedness to lead change initiatives in their school. Their responses demonstrated that they attribute their increased sense of motivation towards actively engaging and leading school-based improvement is connected to an increase in their level of competence especially in leading change. Analysis of the data collected showed that they attributed this increase in competence to their acquisition of the TAMAM competencies, TAMAM journey, PST training and follow up, and the professional development activities they implemented and engaged in their TAMAM improvement projects. These were viewed by TSLT members as building their capacity and hence increased their motivation to lead school-based improvement.

Building capacity from TAMAM competencies. All TSLT members pointed out that the professional learning they acquired from TAMAM competencies and journey built their capacity and linked this increase in their competence to their increased level of motivation to lead school-based improvement. TSLT members reported that acquiring the TAMAM competencies, namely those that deal with how to use evidence to make decisions, improving their ability to document their work and to conduct inquiry have given them the capacity and motivation to lead change. Participant 5 said, “of course TAMAM increased my motivation for it taught me several skills such as planning, reflection, professional collaboration, and inquiry.” Similarly, participant 11 stated that learning how to conduct action research, and collaborative discussions with colleagues increased her motivation for leading change at the case school. Participant 9 explained

that by acquiring inquiry skills, “I do not wait for anyone to tell me what’s next, I read, inquire, and research to answer my questions.”

Building capacity from TAMAM journey. All TSLT members pointed out that the professional learning they acquired from TAMAM improvement journey built their capacity, and they all linked it to their increased level of motivation to lead school-based improvement. TSLT members declared that TAMAM improvement journey provided them with a job-embedded experience of leading change initiatives and empowered them with a process they can always use to initiate and lead improvement at their school. Participant 9 noted that she always felt inferior for she doesn’t come from an educational background. However, her experience with TAMAM school improvement journey built her leadership capacity by providing a guide for the change process that assured her that the decisions she is making and the action she is taking will lead to effectiveness and sustainability of the initiative at the case school. According to her and to participant 11, this journey allowed them to have a framework of how to think and work systematically when dealing with any change initiative they want to propose or deal with at the case school. According to Participant 12, TAMAM journey provided him with a logical and organized mental design to effectively plan for any change initiative. He said, “I am a messy but a passionate dreamer; TAMAM provided me with skills and with scientific steps that guided me at the professional and even personal levels; as a result of that I am more likely to enact my dreams and lead change in my school.” Participant 3 reported, “TAMAM journey allowed us to deeply engage in improvement projects at school and thus our motivation and ownership towards leading and implementing them increased.”

PST training approach and continuous follow up. All TSLT members pointed out that the approach the PST used throughout the capacity building program was critical in triggering

and enhancing their professional learning. They specifically pointed out that learning under this approach resulted to an increased level of motivation to lead school-based improvement.

Participant 11 explained that the fact that TAMAM professional learning experience was delivered and supervised by professional educators (i.e. the PST) that she can trust and, gave her confidence in what she learnt. Participants 3, 5, and 10 pointed that the nature of the professional learning they have experienced while attending TAMAM gatherings, workshops, and networking activities that exposed them to other schools' experiences contributed to increasing their motivation for school improvement. For instance, participant 10 said:

I highly see the impact of the approach followed in TAMAM for professional development on our motivation. TAMAM workshops and gatherings which introduced us to other schools' experiences fostered our motivation to change. Even if one day I left the school, I will take this motivation with me to a new school and lead improvement.

Engaging in TAMAM improvement projects. Participants who are coordinators (participants 3, 6, 7, and 8) concurred that their participation in TAMAM and the opportunity to engage in the job-embedded process of initiating a school-based improvement process targeted to improve their instructional supervision functions at the school increased their motivation to engage in school improvement in general. They attributed this increase in motivation to the increase in their level of expertise in performing their role as instructional supervisors that resulted from the implementation of this improvement initiative while following the TAMAM journey for school-based improvement. TSLT members related that in addition to building their leadership capacity for change, they improved their competence as instructional supervisors through reading articles about clinical supervision, sharing their success stories and their challenges, and solving problems collectively. This was captured in participant 8 words: “of

course TAMAM increased my motivation because it taught me a lot of things of which is how to coordinate and deal with my teachers as a mentor and a coach.” Participant 7 also declared:

Before TAMAM, I did not know as a coordinator how to deal with my teacher.... TAMAM provided me with supervisory and coordination skills and motivation to continuously work with her and provide support and guidance that help her learn and grow professionally in a relationship build on trust and respect.

This rich increase in competence provided them with confidence in their coordination and leadership skills and as a result increased their motivation for initiating and implementing change.

Increase in autonomy. All TSLT members agree that their participation in TAMAM increased their autonomy and hence their motivation towards actively engaging and leading school-based improvement. Analysis of the data collected from individual interviews showed that this increase in autonomy was manifested in their participation in decision-making and leading school improvement in the case school and that TSLT members considered this participation conducive to their increased motivation to lead change at their school.

TSLT as decision-makers. TSLT participation in TAMAM project increased their autonomy as a result of an increase in the scope of their authority and participation decision-making at the case school. They linked this increase in autonomy to their increased level of motivation to lead school-based improvement. In their individual interviews, TSLT members confirmed that their participation in TAMAM increased the scope of their authority to take decisions and decreased their dependency on their superiors. They associated their increased motivation to the fact that their voice had become important in the process of making decisions

at the case school. Participant 3 claimed that decisions were more centralized and unilateral before. With TAMAM, their opinions were heard, decision-making process became shared, and all took part in it. The principal became more open to the contribution of all individuals and attentive to new ideas. She said, “before TAMAM, the principal used to consult us without necessarily taking our opinions into consideration. But with TAMAM, we became an integral part of the decision-making process that became shared in our school and this increased our motivation to change.” Participant 10 also stated, “my participation in TAMAM enhanced my motivation to change because it gave me the courage to express my opinions and freely propose my suggestions and solutions.” Finally, participant 9 declared:

Before TAMAM, I used to tell the school principal that in the administrative board meetings, I prefer to be a listener. I used to feel inferior that I doubted sharing my thoughts and point of views. However, TAMAM boosted my motivation for it helped me realize that I have a free voice. I have data and evidence that helps me in expressing myself with confidence.

TSLT as agents of change. Participation in TAMAM allowed the TSLT members the opportunity to enact their leadership skills to lead and adopt a change initiative that is based in their priorities and needs in the case school. They asserted that as a result they felt that their efforts are valued and trusted, and as a result induced higher levels of personal commitment and involvement in change. In their individual interviews, TSLT members (whether they are in an administrative role or not) consider that their participation in TAMAM developed their belief that they are agents of change in their educational institution. They consistently made verbal statements that with their realization that power is not only associated with one’s formal position,

something they acquire from their participation in TAMAM, their motive and responsibility to lead and adopt any change initiative increased. Participant 5 said:

I see myself as an integral part of change in the school. I had important roles in preparing workshops and training about classroom management and active teaching and learning at the school. I am in the flow of all change initiatives in the school. I am from those who proudly hold the flag of change in the school.

Participant 3 stated that TAMAM moved her out from her small teaching and coordination roles into leadership roles with the capability, and responsibility to lead change initiatives at her school. Participant 11 reported, "TAMAM contributed to my commitment to change. I am now convinced that any change can be achieved through TAMAM." Participant 7 conveyed, "TAMAM increased my autonomy and thus readiness for engaging in any change initiative at the school."

Increase in collaboration\relatedness. Another aspect of the increase in TSLT motivation due to their participation in TAMAM is the increase in their feeling of connectedness and relatedness to the school and to their colleagues. Professional collaboration motivated TSLT members to productively work together in joint efforts toward the school strategic goals and vision. During their interviews, TSLT members especially coordinators made verbal statements that TAMAM have promoted professional collaboration and this became evident in how the team members interacted with their colleagues. This constant interaction resulted in team bonding with feelings of mutual interests and an eagerness to share solutions and success stories with others and served as a motivation to work on developing their points of weakness. Participant 7 declared, "we are always eager and excited for TAMAM meetings because we

share experiences and propose solutions to any question or challenge or problem we are facing.” Participant 6 declared that TAMAM meetings decrease isolation and the feeling that “you are not the only one who is facing problems.” She added, “I listen to how others dealt with them and we learn from each other.” Based on the researcher field observation, team members as a result of their participation in TAMAM they became supportive and responsible for helping and feedback to each other. During the focus group interview, TSLT members agreed on the following statements: “we support each other’s weaknesses.... we are humble with our strengths; we share them with others...we learn from each other.” This sense of shared responsibility and collective commitment to their improvement project and to their schools dominated the discussions and the interactions of the lead team members. Finally, participant 8 stated that TAMAM collaborative and participative meetings created positive competition that supported, challenged, and motivated members to work harder to serve the school shared goals.

Challenges to Sustaining Motivation

However, the increase in motivation that the team members reported as a result of their participation in TAMAM took time to establish and did not hold steady in face of the challenges that emerged throughout their TAMAM experience. In fact, most TSLT members reported that their level of motivation fluctuated and went down considerably when the challenges they are facing became too hard to bear.

According to PST, the old TSLT members were curious about the project at the beginning yet very cautious about becoming actively engaged in change. TAMAM project manager (participant 14) in PST recalled, “they were cautious in their interaction with the PST and expressed many worries that participation in TAMAM constitutes an extra burden on their

already heavy working load.” However, PST continued that TSLT motivation increased when they read articles, collected data, analyzed it collectively, and reached conclusions driven by needs. PST senior coach (participant 15) recognized this enhanced motivation when the team eagerly attended PST workshops and gatherings. However, according to the PST, the TSLT motivation decreased again during the implementation of the improvement plan. The implementation of change was challenging and required extra work, efforts, and time something that impacted the motivation level of many members. Moreover, a number of members left the team leaving the remaining members (participants 3 and 4) overwhelmed and partially demoralized as reported by PST. PST members also explained that the situation changed with the new members joining and bringing in new excitement to become part of what was perceived as promising improvement project and rewarding learning experience. However, their implementation of the improvement plan hit several barriers rendering their motivation unsteady.

In fact, most TSLT members agreed with the PST members account and reported that their level of motivation fluctuated and went down considerably due to several challenges, high turnover of teachers, fluctuations in TSLT work overload and scope of authority, TSLT role ambiguity, and the complexity of process. These challenges are elaborated in the sections below.

High turnover of teachers. In their individual interviews, new TSLT members reported that the high turnover of teachers was one of the main reasons behind their frustration. Participants 6 and 8 who are coordinators declared that dealing with new teachers some of which are fresh graduates changed the team members’ plans and led them to reconsider their priorities. Participant 8 added, “I am forced to reprioritize my work to meet new teachers’ needs that directly affect students’ achievement.” Dealing with new teachers was also a major challenge for participant 10 who is a cycle director. She declared, “training new teachers every year, listening

to parents ongoing complains, and daily unplanned changes of schedules to meet teachers' needs is really frustrating." She added, "as a person in a leadership position, I need to keep smiling and flexible to make the work happen but internally I feel very tired and demotivated."

Fluctuations in TSLT work overload and scope of authority. TSLT members with the newly acquired expertise and leadership skills, gradually became viewed around the school and its administration as key resources. As a result, most were asked to carry a large workload that included teaching, coordination, and leadership roles. In their individual interviews, TSLT members reported that the work overload was another main reason behind their frustration. Participant 8 said, "my passion is lessened this year due to several reasons one of which is the work pressure." Participant 10 stated, "the workload and pressure negatively affects my motivation." Participant 3 declared, "my motivation was lowered due to the several burdens I am holding this year."

During the year of 2018-2019, the financial challenges forced the school administration to make changes to the responsibilities allocated to the TSLT members. Mainly, changes were made reducing their responsibilities in following up on the sustainability of implementing the improvements they introduced on the instructional supervision functions within their school. During the interviews, the TSLT members and the PST explained that the school principal, in an attempt to deal with human resource shortages at the school and to stay attuned of the progress of the implementation of the school initiative to improve instructional supervision, decided to alleviate the workload of the teachers by taking over the lead on overseeing the activities of the project implementation rather than leave it with the coordinators who initiated it at the school. He also removed coordinators' weekly meetings and wanted them to stay focused to their subject matter responsibilities. All TSLT members who are coordinators attributed the decrease of their

motivation in 2018-2019 to the fact that they lost their allocated time for weekly meetings and as a result to exercise their autonomy and build relationships while supervising the teachers they were working with since the launching of the project. In their individual interviews, TSLT members (coordinators) associated their lowered motivation in that year to their decrease in relatedness and connectedness often achieved through the regular TAMAM meetings. Participant 7 said, “my motivation is lowered this year; the elimination of TAMAM weekly meetings increased our sense of isolation and worry about our problems.” She added that with the principal taking the lead on coordinating her work, “I am afraid to express my fears and explicitly share my challenges with the principal as I used to do in TAMAM meetings with colleagues.” Participant 6 also stated, “I feel that I am the only one who is facing conflicts and problems in my department.”

Reducing the scope of authority granted to participant 3 (an old TSLT member) who was the internal coach for other TSLT coordinators negatively affected her motivation in that period. She said, “the principal decision of running TAMAM project related to coordination instead of me might be because we did not implement the improvement plan as expected last year.... This really lowered my motivation.”

TSLT role ambiguity. Two participants linked their fluctuating motivation to recurrent frustrations due to role ambiguity. Participant 10 who is a cycle supervisor reported that the role ambiguity and lack of clarity of the emergent additional responsibilities created a sense of confusion which was also challenging. She said, “I don’t know my exact privileges; do I have the power to interfere with coordinators’ work? Do I have the power to change assigned plans and exam dates agreed on between teachers and coordinators?” Similarly, participant 3 who was the internal coach for other TSLT coordinators stated, “I am also a coordinator who is coaching

other coordinators. What are my responsibilities? Scope of authority? To what extent I can supervise their work and hold them accountable.”

Complexity to link to impact. Finally, one participant pointed out the fact that change itself is a complicated and a long process whereby it is hard sometime to see quick tangible impact and this negatively affected her level of motivation. Participant 10 said, “change is a long process and it needs time. And sometimes when you don’t feel its direct influence, you lose motivation and passion.” She also reported that there is gap in the level of commitment to change between TSLT members and teachers. She stated, “I am in TAMAM and in the school administrative board; this helped me in becoming an important part of change in school. But the teachers are not. They are still far and they need more ownership to leading change in school.”

Factors that Contributed to Sustaining TSLT’s Motivation

Despite the fluctuations, and throughout the span of their participation in the TAMAM project, TSLT members sustained their participation in TAMAM achieving many of the goals that they set for their improvement initiative. According to the team members and to their coaches (PST), there were a number of factors that contributed to sustaining their commitment to participate in TAMAM. These factors included strategies to trigger and sustain motivation enacted by the PST and the school principal.

Strategies enacted by the school principal. Several members declared during the interviews that the principal actions contributed to sustaining their commitment to school improvement. These actions enacted by the school principal included, providing the necessary space and time for TSLT experimentation, providing formal and informal authority to members, the principal valuing of TAMAM project and his aspirations for continuous growth to the

organization, and the principal encouraging and motivating praises to TSLT members. The latter stated in their interviews that the principal gave them space to experience and learn from their mistakes. Participant 10 declared, “the school principal started giving us the space to try and experiment and learn and this motivates us to lead school improvement.” Participant 6 stated, “the school principal is expecting many things from me but he is also patient and giving me the enough time to attain the results he is asking for.” He also granted them informal and formal authority to make decisions related to school improvement at the case school. Both participants 3 and 9 stated that the school principal allowed them to propose ideas and involved them in decision-making and this was motivating. The commitment to implementing TAMAM program by the school administration and the overt valuing of its added value to the school motivated them to stay engaged in TAMAM. Participant 9 said, “when I see the school administration belief in TAMAM, I become more motivated to give and lead change.” Several participants linked their high motivation to change not only to TAMAM but also to the school administration which according to them always seeks professional development and continuous growth for the organization. Participant 5 declared, “the principal continuously engages us in professional development activities that allow us to develop, learn, and grow professionally.” Finally, participant 10 reported that the principal provided encouraging and motivating praises when the team motivation was low. She said, “during the administrative board meetings and in times where we felt overwhelmed, the principal praises and motivating speeches used to fuel our motivation again.”

Regular monitoring strategies enacted by PST. PST’s key strategy was to sustain the motivation of TSLT members for improvement by keeping them engaged in their improvement projects. PST operated on the premise that if they succeed in ensuring the team continuous

professional learning and growth they will manage to sustain their commitment to projects' implementation at the case school. In fact, PST training approach is based on continuous monitoring and follow up and is information heavy. As such, they interfered whenever they identified that there is a major breakdown or crisis. They continuously monitored the school team members' motivation and offered the necessary support to sustain this motivation whenever needed. Several strategies were taken by PST to sustain TSLT motivation. These strategies were at two levels, the school principals and the team.

Sustaining communication with the school principal. A key PST strategy for sustaining motivation of all the school members participating in the TAMAM school improvement project was to engage in continuous communication with the principal to ensure his buy in at every stage of the project and to sustain his commitment to continue its implementation at his school. This included addressing his concerns in a timely manner and requesting changes at the school that contribute to enhancing a supportive environment for sustaining school-based improvement.

PST members reported in their group interview that especially during the first years of the TAMAM project, they worked on persuading the head of the advisory board of the case school and its principal to provide supportive conditions to the TSLT by freeing time on their schedule to work collaboratively and assigning an internal coach with formal allocated time for professional development. They also reported that they made the case with the principal on the importance of supporting the learning of TSLT members by welcoming their experimentation and accepting mistakes as part of the learning journey. In both summer 2018 PST visit to the school and during their group interview, PST repeated that TSLT members have to plan their PD and implement it and this requires time and space for members to learn from their mistakes

without making judgments on them. In summer 2018 PST visit to the case school, the director of TAMAM project from the PST (participant 13) said:

Most of the times, schools' administration and teachers are on opposite ends. How can we make them closer? The school administration needs to give members the time and space to experiment and make mistakes and provide them with support whenever necessary. There should be a mechanism of exchanging challenges between teachers and administration. On the other hand, teachers have to acknowledge the space and the supporting conditions provided by the school administration. There should be appreciation and acknowledgement for this relationship from the two ends. And usually, for all this to happen, a lot of time and efforts are wasted.

Throughout the project, PST continued their communication with the school principal to urge him on the importance of providing a supportive and holding environment for TSLT members to effectively lead and sustain the school-based improvement initiatives.

Sustaining a balance of challenge and support with TSLT members. PST provided a balance of support and challenge to TSLT members. They considered that strategy essential to sustain the team motivation and took several measures to respond to their emerging needs. Their interventions included, keeping TSLT engaged, heavily seeking information, and organizing supportive activities.

Keeping TSLT engaged. PST key strategy in sustaining motivation of TSLT members was to keep them engaged in their professional learning while implementing their improvement projects. This also served as a strategy to sustain their commitment to the projects' implementation at the case school. During their interview, PST members agreed that, "we keep

TSLT members engaged.... the more we get them engaged, the more we ensure their learning.” TSLT members all agreed that PST continuous guidance and feedback on the team progress as well as the coaching of the TSLT on each step within every station, maintained members’ momentum and engagement in their learning.

Heavily seeking information. The TAMAM capacity building model is information-heavy. That is, coaches in TAMAM are expected to collect data throughout the capacity building model starting with determining the needs of the TSLT members all the way to monitoring the progress of their learning and intervening accordingly with support. They continuously watched the progress of the TSLT learning in every step and made modifications to the program based on their assessment of this progress and identification of the challenges that obstruct the flow of their learning journey. PST members pointed in their interview that the communication between participant 4 (the internal coach) and PST was essential and depended on the heavy extensive documentation that they required the internal coach to complete at all times. They reported that because they seek information at every juncture of the process, they were able to identify TSLT needs. They added that the data they collected throughout the project was to identify TSLT needs, understand their context, and map their resources. Accordingly, they made judgements on the intervention needed if necessary. On the other hand, PST claimed that they “are very economical” as they make their decisions to intervene, trying while “striking a balance between micro monitoring the actions of the team and leaving them room to act independently as well as respect their privacy.” They argued that this approach was very critical and indispensable to sustain TSLT engagement and motivation. During the interview, the director of TAMAM project from the PST (participant 13) said:

Because we are information-heavy, we are mindful to the broad obstacles emerging and we work on understanding them and sorting them. Accordingly, we make judgments whether these are the obstacles we want the team to face and handle because this is part of their learning or these require our intervention to relieve them and clear their way. So, depending on the obstacles emerging in different places, we decide the type of intervention we need to do. When we decide to intervene we thoroughly try to locate the key zones or the channels we need to tackle to overcome those obstacles.

Based on TSLT needs, PST interventions can take various forms. They can be making pressure on the principal or the school board as described above to allocate more time and resources for the team. Other interventions to support the TSLT while dealing with emerging obstacles while implementing their improvement project included organizing supportive activities and events for TSLT as described below.

Organizing supportive activities. To monitor and sustain TSLT motivation, PST organized visits, workshops, and gatherings whereby TSLT had ample opportunities to be exposed to new learning as well as share experiences of both success and failure with colleagues within the schools and the larger TAMAM network. During PST interview, they declared that these activities are planned while taking into consideration the team most pressing learning needs as well as the improvement priorities of the school. Based on the researcher observation, TSLT enhanced motivation was manifested after the team attended PST workshops and gatherings. As mentioned before, TSLT members during their individual interviews affirmed the positive impact they had from TAMAM gatherings, workshops, and networking activities which contributed in building their capacity and increased their motivation for school improvement. They also affirmed the positive impact the PST coaching activities had on their motivation and

often described them as inspiring and a source of support as they engaged in leading improvement.

Concluding Note

In conclusion, findings for this research question showed that TSLT participation in the TAMAM project had a mostly positive impact on strengthening the team motivation and sustaining their commitment towards leading improvement initiatives at their school. In fact, TSLT members agreed that their participation in TAMAM project increased their feelings of competence, autonomy, and collaboration that subsequently increased their motivation and empowered them to be agents of change. However, the level of motivation of TSLT members throughout the improvement journey was not consistently high. Most TSLT members reported many challenges that impacted their motivation level and caused it to drop at times as a result of challenges they faced during the implementation of the project. Despite the fluctuations, and throughout the span of their participation in the TAMAM project, there were a number of factors that contributed to sustaining their commitment to participate in TAMAM. These factors included strategies to trigger and sustain motivation enacted by the PST and the school principal. Providing the necessary space and time for TSLT experimentation, providing formal and informal authority to members, the principal valuing of TAMAM project and his aspirations for continuous growth to the organization, and the principal encouraging and motivating praises to TSLT members were the strategies enacted by the school principal to sustain their motivation. On the other hand, PST strategy of balancing in support and challenge to TSLT members kept them engaged and provided them with challenging opportunities and supportive activities based on their needs. Hence, regaining TSLT ability to continue the work and sustaining their motivation to lead school-based improvement.

Participant-Observant Researcher Learning Experience

The following section describes the learning experience of participant 4 who is the researcher. The first-person pronoun “I” is used to self-report the learning acquired. This section starts by presenting the contextual conditions surrounding my learning experience, followed by describing my professional learning in term of the growth in the knowledge, skills and attitudes according to TAMAM’s competencies and school-improvement journey. It then describes how my participation in TAMAM capacity building activities both as a trainee and as an internal coach impacted my motivation and commitment for school-based improvement. Finally, I will conclude with a personal statement describing a unique aspect of my learning that empowered me to lead.

Contextual Conditions

This section describes the contextual conditions of my learning experience in relation to my special roles and responsibilities, the several challenges faced, as well as the strategies enacted by the PST to help me cope with these challenges and continue with my responsibilities at the school and with the project.

Special roles and responsibilities. Upon the school participation in TAMAM and in response to a request from the PST and the tasks delineated by them, I was hired as a part-time TAMAM internal coach to facilitate and coordinate the implementation of TAMAM activities at the school. As a result, and in comparison, to other colleagues in the leadership team, I had formal allocated time and additional opportunities to interact with the PST via emails and phone calls to provide me with continuous guidance, feedback, and follow up. Add to that, being a master student in educational administration and policy studies (EAPS) at AUB allowed me to be

familiar with the theoretical and conceptual bases of the design and professional development approach of the TAMAM project. In addition to be a member of the TSLT and the case school internal coach, I was at the same time the science head of department (HOD) with a one-class teaching load at the case school. In 2016-2017, I became part of the academic and professional development department which supervises all subject-matter and professional development activities at the case school.

This resulted in additional responsibilities that presented me with more learning experiences, and many opportunities where I had the chance to apply my learning while being followed up, monitored, and supported by the PST.

Challenges faced. Despite the special arrangements I had in my role at both the school and PST levels, I faced several challenges; namely, a heavy work overload, role ambiguity, challenges with the school principal, and challenges while working with TSLT members.

Heavy work overload. As mentioned before, while participating in the TAMAM project, I had multiple formal and informal roles: a classroom teacher, head of science department, science coordinator for a range of two to three teachers, and TAMAM internal coach. Moreover, the learning acquired from TAMAM participation granted me in addition to my formal roles, informal roles of being a source of advice and expertise as well as a mentor to my colleagues. This made my days full of planned and unplanned meetings and consultations with several school members. Thus, I was a part-timer holding a large workload with a lot of paperwork. I had to follow up my tasks at home something that left me at times feeling overwhelmed and not able to give my optimal performance on all the fronts.

Role ambiguity. Since launching the project in the case school, there was an abundance of emergent additional responsibilities that I had to attend to throughout the implementation of the project. The fact that my coaching role was a newly introduced function in the TAMAM design, made my role at the school ambiguous and far from being structured and formalized. In many instances, I had to figure out on my own how to enact my responsibilities especially as the TAMAM internal coach at the school where I was supervising and mentoring colleagues with whom I shared similar levels of formal authority as subject matter coordinators. The myriad of these emerging informal roles put a strain at times on my ability to make decisions related to my responsibilities as the scope and line of authority I am granted were ill defined and mostly emerging. In some instances, I found myself leading the TAMAM school lead teams among which there were coordinators and cycle directors who are formally positioned above me in the school hierarchy. In relation to coordinators, I used to feel confused to what extent as I supervise their work I can hold them accountable. Same is the case with cycle directors whose formal position is higher than mine in the school hierarchy. I often wondered to what extent and in what manner I can give directives and monitor their work as the TAMAM internal coach.

Tensions with the principal. In the first two years of the project, my participation in the project and my attempts at enacting my new responsibilities triggered tensions in my professional relationship with the school principal. These tensions lessened with time and evolved into additional trust in our professional relationship. During the first years of the TAMAM project, I was aware of the principal reserved buy-in of the project and his hesitation to grant the project the resources it required, namely granting me teaching release time to perform my role as TAMAM project internal coach. I sensed that while he granted the project access to his school and voiced his commitment, he was not convinced of the added value of the allocated

time and money my position required. However, with time and with the emerging positive impacts of TAMAM project on my leadership skills and on my performance as an internal coach coordinating the TSLT professional learning activities, these doubts faded away and the principal became a key source of support for me and a major advocate of TAMAM inside and outside the school. In fact, he gradually started providing the team and me with generous support such as welcoming our experimentation with implementing new ideas, accepting mistakes as part of the learning journey, involving us in decision-making, and granting us formal and informal roles in leading school-based improvement.

Supervising the TSLT members. In addition to the challenges with the principal, I faced several challenges with TSLT members especially while enacting my supervisory role with them as the school internal TAMAM coach. In comparison to other TSLT members, I was younger in age with less years of experience. Acting as their coach, supervising their work, and giving directives to them was challenging. Having them accept me to lead team meetings, soliciting their perspectives, managing disagreements and conflicts with people of different ages and work experiences and in different hierarchal positions accompanied with their diverse backgrounds, point of views, and opinions were major human dynamics challenges. Moreover, by the end of the year 2015-2016, all original members of the TSLT left except two. This strongly affected the morale of the team. With new TSLT members, their initiation also involved challenges in supervising their work and ensuring their commitment and regaining the momentum of the school involvement in the TAMAM activities.

Coping strategies. Despite the challenges and due to the close and direct relationship with PST, the latter enacted several strategies that contributed in helping me cope these challenges and sustain my motivation to continue with my responsibilities at the school and with

the project. As mentioned before, PST members reported in their group interview that especially during the first years of the TAMAM project, they worked on persuading the school principal to provide supportive conditions for the intervention of TAMAM project and they repeatedly negotiated to formally approve the allocated time for the internal coach to meet the required tasks by PST to facilitate and coordinate the project implementation activities. They also reported that they made the case with the principal on the importance of supporting this position by welcoming my experimentation, giving me the time and space needed, allowing me to learn from mistakes and withhold fast judgments on my emerging leadership abilities. This continuous PST communication with the school principal helped in providing a supporting and holding environment needed for TAMAM project effectiveness and sustainability at the case school and was critical in enabling me to support the TSLT members.

In addition, I benefited greatly from the PST strategies to sustain motivation among all members of TSLT; namely, keeping us engaged, heavily seeking information to identify our needs, enacting interventions that tackle our key challenges, in addition to continuously customizing the capacity activities during workshops, visits, and gatherings to our needs and the contextual conditions that affect our work.

Acquisition of TAMAM Competencies' Knowledge, Skills, and Attitudes

The learning of the TAMAM competencies described earlier also applies to me. However, I believe that I experienced more learning in some elements of the knowledge, skills, and attitudes of some competencies due to the special support as well as the challenges surrounding my learning experience which as described before allowed me to have more opportunities to engage in learning experiences that are followed up and monitored by the PST.

Advanced knowledge elements. Compared with other TSLT members, I showed the same growth level with my colleagues on the knowledge component of most TAMAM competencies including evidence-based decisions, decisions and actions driven by needs, de-privatization of practice, systematic documented practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, and mentoring approach. However, I was ahead of my colleagues in few knowledge elements of three competencies, reflective dialogue and practice, inquiry, and job-embedded experiential learning.

Starting with reflective dialogue and practice, on the knowledge component of this competency, I was more conscious that reflection makes me more aware of my implicit knowledge and underlying professional beliefs. I also understood that the practice of reflection needs structured time and an intentional pause to reach meaningful understandings and purposeful actions. In fact, the progress reports I used to report to the PST required from me structured time to pause, and reflect not only on the progress of the improvement initiatives but also on the whole learning experience of myself and the team. However, like other TSLT members, the two levels of reflection (technical and critical) were still not very clear to me at the knowledge level.

With regard to the acquisition at the knowledge level of the competency of inquiry, I was a bit ahead of my colleagues in my understanding that inquiry is a cycle that can be exercised at any station of the school improvement journey. I practiced and initiated inquiry cycles in several stations of the improvement journey such as need identification, monitoring stops, and final evaluation stage. I consulted experts and suggested relevant literature for TSLT members related to the school improvement initiative. In order to provide evidence, I not only used the case

school available data, but I was also more aware that at some points additional data and inquiry cycles were needed for this purpose.

Finally, in relation to job-embedded experiential learning, I developed a better understanding than my teammates that the interaction of experience and ongoing reflection is one of the most important approaches to learning. TSLT members used to ask for more readings and articles about TAMAM competencies but I used to repeat the fact that the best approach for the acquisition of TAMAM competencies is not by reading about them but by practicing them and being able to describe and capture them in our practices. However, as other TSLT members I was not aware that experiential learning represented a repeating cycle that I can use as a strategy to design professional development activities.

Advanced skills elements. In comparison with other TSLT members, I showed the same growth level with my colleagues on the skills component of several TAMAM competencies including evidence-based decisions, decisions and actions driven by needs, de-privatization of practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, and mentoring approach. However, I was ahead of my colleagues in some skill elements associated with four competencies, reflective dialogue and practice, inquiry, systematic documented practice, and job-embedded experiential learning.

Starting with reflective dialogue and practice, practicing reflection was part of my role responsibilities as the TAMAM internal coach, as I was asked to monitor and report my reflections on the progress of the team. As such, I had additional opportunities compared to my teammates to identify the rationale, assumptions, and the underlying values of the practices, ideas, and goals of the improvement initiatives.

Additionally, being TAMAM project internal coach required documenting the team progress, collecting data, collectively coding and analyzing data, and then writing down extensive documents and reports. As a result, I demonstrated that I had practiced more inquiry skills than my teammates. Namely, I acquired the skills and methods needed for systematic data analysis and for the generation of creative and innovative solutions or actions. As for systematic documented practice competency, I also had the chance to demonstrate an advanced growth level of its skills. My role as the TAMAM project internal coach required extensive documentation that involved methodical recording, organizing, and archiving educational practices. I regularly documented meeting reports, progress reports, and personal reflections. I had the main role in writing the final report which compiled all the stations of the TAMAM journey.

Finally, in relation to job-embedded experiential learning, I demonstrated my additional growth in comparison to my teammates as I started as a member of the TSLT and developed gradually to become their internal coach. I periodically asked TSLT members to write reflection papers as reflective stations in their professional development journey. During our weekly meetings, I provided opportunities to actively engage TSLT members in continuous reflective exchanges.

Advanced attitudes elements. In comparison with my TSLT teammates, I showed the same growth level on the component of attitudes component of several TAMAM competencies including reflective dialogue and practice, evidence-based decisions, decisions and actions driven by needs, de-privatization of practice, evolving design planning, professional collaboration, and participative leadership for continuous improvement. However, I was ahead of my colleagues in some of the attitudes related elements in four competencies, inquiry, systematic documented practice, mentoring approach, and job-embedded experiential learning.

Starting with inquiry, as I practiced and initiated inquiry cycles in several stations of the improvement journey and experienced I became convinced of its positive impact on my learning and on the effective progress and emerging impact of the school improvement initiative at the case school. Consequently, I now believe that inquiry is an indispensable tool for continuous improvement.

As for systematic documented practice, as said before, my advanced growth level on the attitude level also resulted from my extensive firsthand experience of the added value of documentation. While I learnt to establish the habit and practice extensive documentation that involved methodical recording, organizing, and archiving educational practices, my attitude towards its added value grew. I noticed how this heavy documentation granted me expert power that helped me influence decision-making process and disseminate and share educational practices with others. Consequently, I became fully convinced that documentation is a powerful source that archives evidence necessary for decision-making and for disseminating educational practices to relevant audiences to achieve a sustainable school improvement.

Additionally, my advanced growth in attitudes towards the competencies was manifested towards the mentoring approach competency. My role as TAMAM project internal coach, allowed me to lead several TAMAM teams in the case school of different ages and work experiences and in different hierarchal positions accompanied with diverse backgrounds, point of views, and opinions. I had to act as a role model to them in my mentoring approach and I viewed diversity, conflicts, and disagreements as challenging opportunities that will foster my understanding and professional growth.

Acquisition of Knowledge, Skills, and Attitudes of TAMAM Improvement Journey

As other TSLT members, I exceeded the expectations in every station of TAMAM improvement journey, identify the need station, identify the improvement goals station, design the innovative intervention station, prepare the monitoring plan, plan for leading the implementation station, implement and monitor station, and evaluation station. Similarly, as my colleagues, I met the expectations for the evaluation plan station. But because I was the project internal coach who was in direct contact with the PST and was responsible of all the heavy duty documentation of TAMAM project, my level of mastery of the acquired knowledge, skills, and attitudes of school-based improvement that are related to the stations on the TAMAM journey was higher and more extensive than my colleagues on the TSLT.

My role required extensive monitoring and documentation that involved close monitoring of the progress of the team on all the stations of the TAMAM journey. As a result, I needed to acquire an in depth understanding of the steps required within every station to be ready providing support as needed to the TSLT members. In fact, I was in close contact with the PST and had direct guidance and feedback on my progress while coaching the team on each step within every station. Besides, I was the one who was mostly in charge of documenting the team progress, collecting all notes and data from the team, collectively coding and analyzing data, and then as part of my work I wrote down documents and reports to be further discussed and revised by the team. Consequently, all this allowed me to attain advanced levels the knowledge, skills, and attitudes of initiating, planning, implementing, monitoring and evaluating of the school-based improvement process as detailed in the stations of the TAMAM journey beyond what my colleagues on the TSLT were able to achieve.

Enhanced Motivation and Commitment to Change

My participation in TAMAM project increased my motivation and commitment to change. This increase in motivation like other TSLT members is attributed to the experiences in the TAMAM project that meets the needs of competence, autonomy, and relatedness. In comparison with other TSLT members and despite the challenges mentioned above which made me sometimes feel overwhelmed and partially demoralized, my overall motivation level was high and steady.

Increase in competence. As all TSLT members the participation in TAMAM increased my competence achieved through the acquisition of TAMAM competencies, TAMAM improvement journey, PST training and follow up, and the professional development activities implemented during TAMAM improvement projects. Moreover, my special treatment with the PST allowed me to have more opportunities to be followed up and apply the learning and be monitored and supported resulting in building more capacity and increased my competence and expertise. All this provided me with an expert power that is based on evidence and knowledge. This newly acquired expert power and increased competence became a source of my motivation to lead school-based improvement.

Increase in autonomy. My responsibilities as the TAMAM project internal coach at the case school increased my autonomy and hence my motivation towards actively engaging and leading school-based improvement. This increase in autonomy was achieved through my position as an internal coach, my informal expert roles, and my increased role in decision-making and leading school improvement in the case school.

Being the project internal coach. Being the project internal coach greatly increased my autonomy and hence motivation towards actively engaging and leading school-based

improvement. I was the person assigned with formal position and allocated time for professional development. This role provided me with the autonomy to coordinate the project implementation activities, coach the team, and track the progress of the work on the journey as well as the acquisition of the competencies and their implementation. Later in the project I was also asked by the school principal to formally lead several TAMAM teams in the case school and was in charge of the implementation of many aspects of the TAMAM program with the expansion of its implementation in the case school throughout the years. As a result, I became the internal coach for all team members many of whom were older than me, much more experienced, and some were in higher administrative positions. I believe that I would have never had these opportunities and autonomy to do all this without my role in TAMAM.

Acquiring informal expert roles. The expert power I earned from TAMAM granted me informal roles which also increased my autonomy and hence motivation. I became a source of advice and reference to my colleagues. They considered me to be the mentor who provided support and guidance to her colleagues and helped them learn and grow professionally in a relationship built on trust and respect. Later in the project, my informal expert role expanded as I started playing informally the role of an expert consultant to the principal. In 2018-2019 for example, the school principal planned for a monitoring station for the school administrative board to monitor and assess the school plans in response to the current school situation and emerging challenges and needs. He consulted me on how to plan for this monitoring station and how the latter is practiced in TAMAM. Therefore, I believe that TAMAM shaped my professional development journey and increased my opportunities for upward mobility within the school. My advancement in the roles I was assigned to play in the school moved quickly from a science teacher of four years' experience to being TAMAM project internal coach with high

autonomy and agency to hold formal and informal roles at the case school. This greatly in turn increased my motivation to lead improvement at the case school.

Becoming a main decision-maker. Being in control of all TAMAM project at the case school in addition to the expert power I acquired from TAMAM, increased my authority and accountability in making decisions at the case school and greatly enhanced my sense of autonomy. This increase in autonomy resulted in a steady increase in the level of motivation to lead school-based improvement. The knowledge and evidence of competence I acquired from TAMAM and having me in charge by the PST of delivering a substantial part of the professional development program at the case school granted me expert authority to influence the decision-making process at the case school therein. This expert power resulted in the school principal asking me to be part of the administrative board for several years. I didn't accept due to time constraints and family commitments. However, I accepted instead to become part of the academic and professional development department which supervises all subject-matter and professional development activities at the case school. I considered that the latter provided enough authority and space for me to influence and make major decisions in the case school. However, I believe that this authority and space would not have been granted to me if the school principal didn't not realize the positive impacts of TAMAM project on my professional learning and expertise.

Being an agent of change. My role as the internal coach in the TAMAM project which became a substantial part of the case school improvement activities enhanced my role of being a change agent at the school. My role in TAMAM gave me both a cause and a platform to advocate for my newly acquired professional beliefs and found venues for me to have an influence on the members of the school and on its organizational structure and functioning.

Moreover, the professional learning I acquired from TAMAM enhanced my leadership skills and empowered me to lead and initiate innovative interventions in the case school. For example, as the science HOD, I initiated the intervention of weekly technology class for learners from grade six to grade eleven (grade nine being excluded) to train them on creativity and scientific innovation. In an attempt to identify the improvement need in the science department, I initiated several inquiry cycles and I asked the school principal to accept and cover the department members' attendance to the Science and Mathematics Education Center (SMEC) conference in 2017-2018 at the American University of Beirut, in which the concept of Science Technology Engineering and Mathematics (STEM) was thoroughly discussed. Hence, the team concluded that the department's need was to promote creativity and scientific innovation that challenges students' minds and fosters scientific reasoning and problem solving. One of the major achievements of this improvement initiative was contracting with specialized consultants in the field of technology to train teachers on integrated science and technology concepts and procedures. Implementing and leading this initiative was not easy at all but the learning I acquired in TAMAM and the expert power I used helped me do it.

Besides, TAMAM paved the way for me to put in use many of the theories I learnt during my masters. One example is Understanding by Design (UbD) as a model for curriculum design. I found this model very useful and necessary to shift our traditional ways of lesson planning from our chronic dependence on the textbooks to focusing on big ideas and concepts related to real life, and use performance tasks as ways of assessments that are more challenging and offer rich learning opportunities for students. With this expertise I was set to include using UBD in our TAMAM improvement intervention. I used my theoretical knowledge to initiate my colleagues into using it and learnt along with them how to integrate it into our practices as coordinators.

Therefore, my participation in TAMAM increased my skills and induced higher levels of personal commitment and involvement in change. TAMAM not only transformed me into one of the key agents of change in the case school but also carved this agency into my professional identity as an educator.

Increase in collaboration/relatedness. My engagement in TAMAM increased my feeling of connectedness and relatedness to my colleagues within the school. I worked closely with a very diverse group of colleagues as part of the TAMAM team many of which were older than me, much more experienced, and some were in higher administrative positions. This provided me with a rich and collaborative learning experience which motivated me to prove myself and engage all TSLT members to productively work together in joint efforts toward the school strategic goals and vision. I always looked for the bright side of members, learned from their strengths, built a relationship of trust and respect with them, and viewed disagreement and diversity as opportunities for understanding and professional growth.

Transformational Professional Learning

I will conclude with a personal-statement highlighting the transformational nature of the learning I acquired from my participation in the TAMAM project. This learning impacted my professional identity, enhanced my existing abilities, broadened the scope of my skills and strengthened my sense of self-efficacy.

Leading within the TAMAM project at the case school and having been mentored by the PST as well as being at the same time a graduate student in the educational administration and policy studies at AUB built my capacity for lifelong learning. I learnt how to weather through challenges and manage to keep the momentum of the project going, provide the supporting

conditions for my team to achieve their goals, and always seek opportunities for the school to change and grow. This transformational learning led me to reconstruct my educational platform, build my vision and mission, increase my positive outlook and resilience, and enhanced my documenting and system thinking skills.

Building my educational vision and mission. One of the key things which developed with time and helped me face challenges was my belief in the mission of education. I always believed that education in our region needs improvement to make transformational and societal changes. TAMAM philosophy aligned with this belief and provided me with the theoretical and conceptual understandings to frame it. It also offered me a theory in use to envision the strategies that can help me achieve my vision. TAMAM pillars and theory of change became an integral part of my educational platform where building teachers' leadership capacity and providing them with opportunities to learn and practice the competencies of the pillars allow them to become self-directed leaders for initiating and implementing school-based improvement.

Increasing my positive outlook and resilience. I always consider myself a positive and resilient person. The leadership skills I acquired from TAMAM through the cumulative experiential learning I engaged in throughout the project strengthened my positivity and resilience. I learnt that I should consider the challenges I faced a natural part of any change process and approach them as learning experiences that help me grow and professionally develop. Throughout the project, I wanted to prove myself and took all these obstacles as opportunities to challenge my beliefs, expand my leadership skills and enhance my resilience. While working with others at the school, I considered resistance to my improvement initiatives as feedback that I can critically reflect upon and make decisions to improve my plans for change. I also learnt to be a problem solver who always finds solutions and generates creative actions.

Strengthening my commitment to documentation. The participation in TAMAM allowed me to value and wholeheartedly engage in the documentation, for I realized with TAMAM that documentation is not only paperwork. I also noticed that documentation provides me with evidence and with opportunities to analyze data, monitor, and reflect on my practices. Hence, I shifted to document more than the expected because I learned that evidence could give me expert power that I can use in several ways. I used to document every single detail in the case school and report it to the PST as a way to provide them with thorough and thick description of the school context so that we can develop through reflective dialogue decisions that are grounded in the context and the conditions, and responsive to the needs of the participants. My thorough documentation allowed the PST to modify at times their design, customize it to the needs of the school and always make decisions that are based on evidence. This consistently helped increase the effectiveness of the implementation of the improvement initiative and lay the foundation for its sustainability at the case school.

System thinking skills. I became a better system thinker as a result of my experiences in TAMAM. The theoretical foundation I had from graduate work whereby I always conceived of the educational institution through Bolman and Deal (2008) four frames of the organization (structure, symbolic, human, and political) was transformed into a theory in use with strategies informed by each frame on how to ensure the organization effectiveness and growth. I learnt how system thinking could guide me to act strategically and tactically to transform my work and organizational norms and structures. Making use of expert power, building solid relationships with the school principal, TSLT, and school members, managing crucial information, and networking described below are skills and tactics I developed throughout my learning experience with TAMAM.

Making use of expert power. Acting from the political frame, I used the expert power I acquired from TAMAM to influence school policies and regulations, participate in the decision-making process, and gain the authority to lead change at the case school. I used my membership in the academic and professional development department to maintain enough authority and opportunities to influence decision-making around the school.

Building solid relationship with the school principal. In terms of my relationships with school members, starting with the principal, with my system thinking and understanding of the demands of his role to manage the school as an organization, I was able to view emerging issues from his perspective. This ability allowed me to be insightful and strategic in my interactions with him. I wholeheartedly acted as an important advocate for his strategic directions and change initiatives. Throughout the years, I build a solid relationship with him based on trust and respect.

Building solid relationship with TSLT and school members. Acting from the human frame, I worked on building a relationship full of trust and respect with TSLT members. I tried my best to provide them with the support they need, be attentive to their concerns, and handle TAMAM heavy paperwork so that it doesn't add to their workload. TSLT members with the newly acquired leadership they have, gradually acquired a special status around the school, and became viewed by colleagues and the school's administration as knowledgeable experts and change agents. I used this fact to build coalitions with them to enlarge TAMAM influence and voice in the school. Besides, I used my charismatic and loving personality to make a very good relationship with all school members at all levels based on trust and respect. I used this positive collegial relationship to disseminate TAMAM and spread its accomplishments.

Managing crucial information. Also, from the political frame, being close to school members as well as school administration allowed me to have access to a lot of crucial information from both parties. The school administration feels that I know a lot from teachers' conversations. On the other hand, being close to the principal gave me access to a lot of information which I used skillfully with others to appear as the "one who knows" and this increased my informal power and members' dependence on me.

Networking. Finally, I learned to form good relations with influential people. I had access to power holders, such as the head of the school advisory board, principal, and PST members. I made use of the key channels in favor of TAMAM implementation and progress at the case school. I chose my battles and in cases where I couldn't convince the school administration, I lobbied for the intervention of the TSLT as a coalition or the PST or other key channels to regain the ability to continue the work and provide the supporting conditions and the holding environment for TAMAM project effectiveness and sustainability.

Concluding Note

To conclude, my experience in TAMAM constituted a major juncture in my professional journey. It accelerated the professional levels in my career life and provided me with rich and empowering learning. I remember in June 2015 TAMAM gathering for participating schools. I mentioned how I was asked during that year to send my curriculum vitae or professional resume. When looking at it in an attempt to check it and revise it, I noticed the big growth in my professional skills that made me shift my objectives from seeking a secondary teaching position to finding academic administrative position in professional educational organizations where I can learn and lead with teams' involvement, participation, and empowerment for transformational

changes and growth in academic institutions. I greatly and thankfully attribute this shift in my professional aspirations to the learning I acquired throughout my experience in TAMAM.

Impact of TAMAM on the School's Organizational Learning

The third research question aimed at evaluating the impact of the school team participation in TAMAM on the school's organizational learning (professional norms and structure) from the perspectives of the head of the advisory board of the case school, the school principal, as well as the project steering team (PST), the director of TAMAM project, the project manager, and senior coach. Document analysis of school internal policies, the final improvement journey report, and summer 2018 PST meeting with TAMAM school lead team (TSLT) constituted sources of data that were also examined for the purpose of this research question. Data from individual interviews with TSLT members are used to support the result findings whenever necessary. The results are reported under two main titles: structural changes and normative changes. The data emerging under these two categories are qualitatively coded into several themes and subthemes elaborated in the following sections.

Structural Changes

Prior to the participation in TAMAM project, school improvement was considered a sole responsibility of the school principal who exclusively initiated it and planned for its implementation and monitoring. Additionally, implementing school improvement initiatives at the case school was not associated necessarily with modifying policies or introducing new formalized procedures that support the sustainability of the innovative intervention practice and impact at the school. The analysis of the data collected revealed that the participation of the case school in TAMAM project resulted in changes at the level of the organization's structure. These

structural changes were gradually introduced in the case school and tackled different dimensions including: formally allocating time for planning and coordinating professional development (PD) activities, forming formal teams\committees for continuous improvement, documentation and formalization of school procedures and policies, introducing new roles and responsibilities for TSLT for leading school improvement and redistributing authority at the case school. In what follows, these structural changes will be presented as they emerged from analyzing the participants' responses during the interviews and the documents analysis and elaborated in the following sections.

Formally allocating time for planning and coordinating PD activities. Prior to the participation in TAMAM project, the principal was exclusively responsible to plan professional development. Upon the participation of TAMAM, PD gradually became a central function in the school structure that required allocating responsibilities and formal time to several positions. Several measures were gradually taken by school principal to formalize and institutionalize this function and connect it to school improvement.

Assigning a part time internal coach. As a result of the school participation in TAMAM, the school principal became aware of the importance of assigning a person with formal allocated time for overseeing the professional development activities triggered as part of the job-embedded TAMAM capacity building program. The school principal related that upon the school participation in TAMAM and in response to the role requested from the PST, a part-time TAMAM internal coach (participant 4) was hired to facilitate the implementation of TAMAM activities at the school. There was an overall agreement among participants during the head of the advisory board and school principal interviews and PST group interview that instituting the role of this internal coach in the school structure was necessary to fulfil the tasks

assigned and implement the job-embedded design of the capacity building program in TAMAM. The head of the school advisory board (participant 1) said, “I pushed on the school administration to accept hiring TAMAM internal coach; I supported her and justified the time and money expenses this requires.” In the group interview with PST members, they reported the negotiation they had with the school principals to formally approve the allocated time for this internal coach to meet the required tasks by PST. As a result, a formal set of responsibilities were set for overseeing the implementation of the school-based improvement initiative. These newly added tasks were writing reports, coordinating the project implementation activities, keeping the motivation of the team, tracking the progress of the work on the journey as well as evaluating the acquisition of the competencies and their implementation. The TAMAM internal coach had a formal role of conducting meetings with the team, extensively documenting meetings, reports, and plans, and regularly contacting PST for continuous training and follow up. Consequently, as a result of the school participation in TAMAM, the school principal assigned a full-time person with major PD responsibilities and substantial allocated time for overseeing the improvement activities at the school. This structural change will be further elaborated in this section.

Reducing teaching load for TSLT. Both the head of the school advisory board and school principal concurred that upon the school participation in TAMAM and in response to PST recommendation, the teaching load for TSLT members was reduced to allocate time for them to implement the activities of the school improvement plan that the team prepared under the TAMAM project. Based on the researcher field observation, during the implementation station of TAMAM improvement project, TSLT members (especially coordinators) had reduced teaching hours. The head of the school advisory board (participant 1) declared that he protected the measures related to TSLT allocated time for professional development and he supported and

justified the time and money expenses it required for he believed that these materialistic expenses are “a small price to pay” if the school is to experience the improvement and change planned under the TAMAM project.

Adjusting the school schedule. Both the head of the school board as well as the school principal concurred that upon the school participation in TAMAM and in response to the condition requested from the PST, the school schedule was adjusted to allow for a group meeting for TSLT members and the internal coach. The schedules of TSLT members were modified so that they have an overlapping free period with others to meet on weekly basis. In the group interview with PST members, they reported the negotiation they had with the school principal asking him to formally approve the allocated time for TSLT members to have weekly meetings. They related that they worked hard to convince him that these allocated hours are necessary for them to collaboratively engage in the job-embedded learning as designed in TAMAM school improvement journey to acquire its skills as well as understand and practice the TAMAM competencies.

Creating a permanent full-time academic and PD coordinator. As a result of the school participation in TAMAM, the school principal realized that PD is a central function that requires a formal full-time position embedded in the school structure. At the conclusion of the first phase of the project and according to the principal, he became convinced that it is important to institutionalize a permanent full-time academic and professional development coordinator with major PD responsibilities and substantial allocated time for supervising the professional development activities carried at the school. He said, “I always repeat and emphasize the value of TAMAM. And I am seriously thinking of this position as a way to make utmost use and benefit from TAMAM project instead of keeping the fragmentation of roles and tasks we

currently have.” During the interview, he declared that this position was created to coordinate all professional development activities in relation to the school-based improvement initiatives that will be launched. The holder of this position will also be responsible for planning the implementation of such initiatives and for evaluating their impact while at the same time ensuring their alignment with TAMAM approach of school-based improvement.

Forming formal teams\committees for continuous improvement. Following the participation of the school in TAMAM, the school administration decided to create improvement teams to lead the future improvement initiatives at the school. The teams were formed to mirror the design of the TAMAM model of school- based improvement. These teams had formally assigned responsibilities that include setting clear goals and identifying needs that were assessed as a priority by the school community. Professional collaboration was then introduced as the guiding approach to follow in those newly formed teams. During the interview with the principal and the TSLT, it became clear that the newly formed teams are indeed engaged in achieving school improvement goals that are aligned with the school vision and mission, while working collaboratively on minimizing obstacles to continuous improvement.

Forming TAMAM school improvement teams. Both the head of the school board and the school principal concurred that upon the school participation in TAMAM and in response to PST requirement, a school team is formed to serve as the TAMAM school lead team. Following the TAMAM model for school-based improvement, some school members were assigned as members in school improvement teams with clear goals for improvement that are based on needs that were identified as a priority by the school to be addressed. Based on the school documents analysis, the school administration recommended instructional supervision as an area of concern that needs improvement and the principal consulted a number of coordinators to serve as the

TAMAM school lead team (TSLT1). Before TAMAM and based on what coordinators report in the final improvement journey report, coordinators didn't meet or coordinate together; with TAMAM, they became one entity that worked as a team for leading school improvement. In the interview with the principal, he reported that in 2017, a new TSLT (TSLT2) was developed and consists of administrators that also started a new TAMAM improvement journey with an improvement goal of reinforcing students' values acquisition through a character building program. These teams were formally formed to collaboratively explore and engage in TAMAM school improvement journey, practice and acquire TAMAM competencies, and take the responsibility of leading school-based improvement. The school principal stated, "we institutionalized TAMAM in our organizational chart and created two lead teams to work on two different improvement needs and we are ready to form new TAMAM teams with new emerging needs."

Adopting professional collaboration as the strategy to work within teams. As a result of the lesson learnt from the participation in TAMAM model, professional collaboration was adopted as a professional approach to enact teamwork at the school. All school members were expected to understand it, possess the skills needed to practice it. Examination of the available data gave indications that practices around forming teams and enacting them align with the guidelines of the TAMAM professional collaboration competency. In fact, during the individual interview with the principal, he emphasized the importance of having collaborative teams and committees to solve school's improvement needs. He said, "new TAMAM teams emerge with new emerging needs." He displayed the school's 2019-2020 organizational chart which consists of committees, preschool committee, cycle one and two committee, cycle three and four committee, coordinators' committee, and administrators' committee. Each committee according

to the principal had clear goals for improvement that are based on needs that are identified as a priority by the school. Based on school documents analysis and researcher observation, department meetings were also scheduled from the beginning of the year. Teachers, coordinators, and administrators all met as teams whenever necessary. This ensured that all school members were involved in teams or committees that achieve school goals and mission, work collaboratively on minimizing school problems, and needs, and help the school continuously grow and develop.

Documentation and formalization of school procedures and policies. Participation in TAMAM project in the case school resulted in documentation and formalization of several school procedures and policies. The TAMAM improvement initiatives generated templates that outlined instructional supervisory functions and processes and organized documentation of teachers' evaluation processes that are now available to any school personnel and are officially adopted as part of the policies and regulations at the case school. In fact, a new student profile, teacher profile, and coordinator profile were also established framing the strategic directions for the school and the standards used to evaluate effective teaching and coordination. Finally, the TAMAM school-based improvement journey was adopted as the formal procedure to be followed for initiating any school improvement projects. The TAMAM templates that provided guidelines on planning, monitoring and evaluation of school-based initiatives became instituted to organize documentation and were introduced to all school personnel as part of the case school policies and regulations.

Documentation and formalization of school coordination procedures. The documents generated as a result of following the TAMAM school improvement journey guidelines while working on the two TSLT improvement initiatives were also institutionalized and are now

available to any school personnel and are officially adopted as part of the policies and regulations at the case school. Based on the school documents analysis and the final improvement journey report, the first TAMAM improvement initiative at the case school aimed at improving instructional supervision, which focused particularly on improving the formative evaluation process between the coordinator and the teacher generated templates that outline teacher evaluation procedures following the clinical supervision model. TSLT prepared handbooks for understanding by design- another strategy introduced under the instructional supervision improvement initiative. The latter became the official and unified lesson planning method for all academic departments. Moreover, a handbook for cooperative learning, as well as a handbook about supervision in the case school with its assumptions, roles, and tasks of academic coordinators/ supervisors were prepared by TSLT members and formalized as part of the school adopted instructional supervision formal functions and procedures. They also prepared teacher and coordinator evaluation forms and classroom visit observation form, all officially adopted by the school. The school principal (participant 2) affirmed that and said:

As the school principal and upon the decision of the school participation in TAMAM project, I have to prove and translate my adoption of this project. When team members worked on modifying school procedures and policies, I have to accept. I can't take part of what I like from this project and leave other part.

Formalization of school vision and standards of effective teaching and coordination.

Participation in TAMAM generated not only documents that were institutionalized and adopted as formal guidelines and regulations, but also standards that framed the strategic directions of the case school. As mentioned earlier, the first TAMAM improvement initiative concerned with instructional supervision generated the teacher profile and the coordinator profile. These

documents formalized the standards of effective teaching and coordination at the case school.

The second TAMAM improvement initiative related to students' character building established a new comprehensive student profile that included desired academic and behavioral characteristics of the student. This student profile constituted the shared vision and the desired ultimate goal that became unified among all school members who are now aligning their activities and improvement initiatives towards achieving it.

According to PST, the nature of these two improvement initiatives contributed in their significant influence on school policies. As said by the TAMAM project director (participant 13), "if TAMAM improvement initiative in the case school was only related to classroom instructional strategies for example, it wouldn't have affected the school structure as swiftly. But the nature of these project initiatives made their impact within the structure of school pretty high up."

Adoption of TAMAM model as a formal procedure for school improvement. There is consensus among several sources of data that TAMAM school-based improvement journey became the formal process adopted at the case school to guide any change initiative at the case school (principal interview, summer meeting 2018, and individual interviews with TSLT members). The implementation of the TAMAM improvement model at the case school resulted in the adoption of several of its templates that outline planning, monitoring, and evaluating school-based improvement processes. Based on the researcher observation, these templates were formalized and introduced to all school personnel as part of the case school policies and regulations starting year 2016-2017. The principal declared in the interview that TAMAM improvement journey is also used as the framework of how to think strategically and work systematically when dealing with any issue at the case school. He stated that in 2019-2020 all

school members in their corresponding teams are required to follow TAMAM improvement journey and work on improvement projects whereby they identify needs for improvement, design an innovative intervention to address needs, plan for implementation and monitoring, and evaluation. Hence, TAMAM became the officially adopted and unified procedure for the school-based improvement process at the case school.

Introducing new roles and responsibilities for TSLT for leading school

improvement. Prior to TAMAM intervention, the school improvement was centralized and considered as a sole responsibility of the school principal. Upon school participation in TAMAM and with the increase of the expertise and leadership capacity of TSLT due to their learning and acquisition of TAMAM competencies and improvement journey, new formal and informal role responsibilities of TSLT members in leading school improvement were introduced. What follows elaborates on the nature of this expansion of TSLT formal and informal roles and responsibilities for leading school improvement.

Expanding TSLT formal roles for leading school improvement. Upon TAMAM intervention, each TSLT member from his or her position (coordinator or administrator) had additional formal responsibilities for leading school improvement. The principal interview, PST group interview and summer 2018 meeting all indicated that TSLT members moved out of their small teaching, coordination, and supervisory roles into leadership roles with the responsibility to lead change initiatives at the case school. Namely, because of the school participation in the project, teams were formed with the specific assignment of leading school improvement. Consequently, members of the team had an added formal responsibility of working on improvement projects and were expected to complete additional tasks that included identifying needs for improvement, designing an innovative intervention to address this need, planning for

implementation and monitoring, and evaluation. They formally had to engage in TAMAM school improvement journey stations and practice and acquire TAMAM competencies that build their leadership capacity for leading school improvement and assuming informal roles discussed below.

Generating informal roles for TSLT. The principal interview, PST group interview and summer 2018 meeting all affirmed that TAMAM offered TSLT members informal role responsibilities beyond their regular tasks attributed to their acquisition of leadership skills. Going back to research question two findings, the individual interviews with TSLT members approved that their acquisition of TAMAM competencies and learning how to use evidence to make decisions, improving their ability to document their work and to conduct inquiry, and collaborative discussions with colleagues build their capacity. TAMAM project director (participant 13) assured, “when we say building leadership capacity, we really mean it. The expertise and the learning TSLT members acquire throughout TAMAM gained them informal roles and responsibilities.” Based on the researcher observation, participant 3 who engaged in TAMAM project since 2013 became a source of advice and reference to her colleagues. Same is the case with the internal coach (participant 4\researcher). Both took the role of mentors who provide support and guidance to colleagues to help them learn and grow professionally in a relationship build on trust and respect. The internal coach also had an informal expert and consultancy role to the school principal in later years. In 2018-2019, the school principal planned for a monitoring station for the school administrative board to monitor and assess the school plans in response to the current school situation and emerging challenges and needs. He consulted participant 4 (who is not in this board) on how to plan for this monitoring station and how the latter is practiced in TAMAM. As framed by the PST, “the role of participant 4 or the

internal coach became wider. She had a consultancy role due to the learning she acquired from TAMAM competencies and journey.”

Redistributing authority at the case school. Upon TAMAM intervention, there was a gradual shift in the scope of authority granted to TSLT members. Upon school participation in TAMAM and with the increase of the expertise and leadership capacity of TSLT due to their learning and acquisition of TAMAM competencies and improvement journey, they earned expert authority around the school that gave them authority to modify policies, make decisions, and lead school improvement at the case school.

Influencing policy making. TSLT engagement in TAMAM project increased their expertise and acquisition of leadership skills that earned them expert authority that is based on evidence and knowledge. This authority increased their influence and impact on the school policies and procedures as described above. Both the head of the school board and the school principal in their interviews concurred that TAMAM increased the competence of TSLT members. The head of school board noted that he got reports that prove the learning TSLT members acquired throughout TAMAM and he also noticed that when personally dealing with them. The school principal argued that in administrative board meetings, the difference between TAMAM members and others is noticeable in terms of acquiring and practicing inquiry, reflection, evidence-based decisions, and data analysis. This aligned with what the TAMAM project director (participant 13) shared, “when we say building leadership capacity, we really mean it.” She added, “TAMAM assumes other sources of power for school improvement, an expert power that is based on evidence and knowledge.” TAMAM provided TSLT with an expert power that is based on evidence and knowledge. This power increased their influence and impact on the school policies and procedures (see documentation and formalization of school

procedures and policies discussed above). TSLT prepared templates that outlined procedures and organized documentation that are now available to any school personnel and are officially adopted as part of the policies and regulations at the case school. The school principal did not hesitate to accept these modified and new policies because according to him, they are based on evidence and revised by professional academic experts which is the PST.

Participating in decision-making. TSLT expert power increased their influence on the decisions making process at the case school and made them a de facto important part of it. In summer 2018 meeting, the principal said, “I offered TSLT members the chance to participate in decisions because of the evidence and knowledge they build. I approved their exceptional privileges and rights and I opened for them space and floor to propose suggestions and be part of the decision-making process at the school.” TSLT members in their individual interviews confirmed that their participation in TAMAM increased their authority to make decisions and prepared them to act without depending on their superiors. They reported that their voice has become essential in the decision-making process at the school. Participant 3 assures that and claims that decisions were more centralized and unilateral before. As a result of the participation in TAMAM, opinions became heard, and decision-making has been since a shared process. She adds, “The principal became more open to the contribution of all individuals and attentive to new ideas.” TSLT members consistently made verbal statements that power is not only associated with one’s formal position and their participation in TAMAM increased the leadership skills that made them exercise their expertise as an integral part of the decision-making process which became more participative at the case school than any time prior to their participation in TAMAM.

Leading school improvement. Prior to TAMAM intervention, school improvement and related professional development were considered as the sole responsibility of the school principal. As a result of the school participation in TAMAM, the principal acknowledged the leadership capacity that was built in the team and passed the authority of leading school improvement to its members by assigning formal roles for leading school improvement. During the interview with the school principal, he described that at the conclusion of the capacity building TAMAM journey for school improvement, TSLT members were assigned formal responsibilities to lead school-based improvement by following TAMAM improvement journey in which they identify improvement goals in their corresponding teams and departments, plan, implement, monitor and evaluate improvement initiatives. Moreover, TSLT members reported that they used the leadership capacities they developed in TAMAM as well as the TAMAM school improvement journey as the framework to lead and induce school improvement initiatives in their departments at the case school.

In sum, the participation in the TAMAM project had several impacts on the level of the organization's structure. These structural changes included formally allocating time for planning and coordinating professional development activities, the formation of several formal teams responsible for continuous improvement, and documentation and formalization of several school procedures and policies. Besides, upon school participation in TAMAM and with the increase of the expertise and leadership capacity of TSLT members, new formal and informal role responsibilities were allocated to them. Moreover, the scope of their authority was expanded with their increased expertise that allowed them to modify policies, participate actively in the decision-making process, and lead school improvement at the case school.

Normative Changes

In addition to the structural changes, data analysis indicated that there were normative changes at the level of the organization as a result of the school participation in TAMAM. The two TAMAM improvement projects adopted at the case school did not only result in structural changes but also normative ones. The formalized documentation mentioned above under structural changes were not only templates institutionalized and officially adopted as the case school policies and regulations, but also they reflected the normative shift in the professional norms and beliefs that shaped the educational platform of the case school. The instructional supervision handbook, the teacher and coordinator profiles, and the new comprehensive student profile generated from the two TAMAM improvement projects captured norms that signal the school changed educational platform. As a result, the school adopted a new student profile, new characteristics of effective instructional supervision, and an expanded view of the professional identity of teachers. Changes were also noted in the theory in use underlying the professional development strategies adopted at the school level. And finally, new values and professional norms seemed to have emerged and became shared among school members to enable effective and sustainable school-based improvement.

The normative changes that emerged from the participants' responses during the interviews and the documents analysis will be described under the following titles, adopting a new student profile; expanding the professional identity of TSLT members as well as teachers; shifting the instructional supervisory approach; espousing job-embedded experiential learning as the foundation of effective PD and enabling school-based improvement through shared professional norms.

Adopting a new student profile. The proactive stance towards addressing the school needs and welcoming innovative views and approaches encouraged TSLT members to rally for a

new profile for the graduate that expanded beyond the acquired academic skills. The emerging student profile constituted the shared vision of the graduate and incorporated a new view of the facets of that learner that the school is working on developing. This newly formed vision of the graduate was widely adopted around the case school and became the anchor of the improvement initiatives that began to emerge around the school. According to the TSLT members and the principal, TAMAM school-based improvement process, specifically its second station that invited the leadership team to critically reflect on their deeply held views underlying the existing vision triggered this normative transformation and instituted as the student profile as the anchor of the school educational platform. Based on the researcher field observation and documentation, TSLT members and the school principal realized during station two of TAMAM improvement journey their limited view of the student and graduate profile as well as the absence of a unifying vision. Though there were overlapping views on what the school members wanted their students to acquire, the translation of these views was dominated by academic learning outcome, while the clearly held moral values around the school were considered outside the realm of the planned curriculum. The participation in TAMAM allowed TSLT members as well as the school principal to reconsider their curriculum goals and to adopt a holistic view of the student. This shift led them to establish a new comprehensive student profile that included both desired academic and behavioral characteristics of the case school student.

Expanding the professional identity of TSLT as well as teachers. The participation in TAMAM seemed to have triggered a change in the professional identity of TSLT members as well as the teachers in the case school. It broadened their role responsibilities as well as the scope of their authority to actively participate in leading school improvement initiatives at the case

school. This new professional teachers' identity became essential for building school capacity that facilitated school-based improvement and enhanced its sustainability in the school.

Expanding the role responsibilities of TSLT as well as teachers. Participation in TAMAM seemed to have contributed to expanding the responsibilities of TSLT members and teachers. It redefined their professional identity beyond their formal supervisory and teaching roles respectively. There was ample evidence of the adoption of the TAMAM professional norms at the TAMAM team level, there was also evidence of a wider valuing of these norms at the school level. These norms call for building leadership capacity for school-based improvement at the school level whereby members of the school community view their role as encompassing the responsibility to lead improvement at their school each from his or her assigned position. Based on the principal interview, the researcher documentation and observation, the case school adopted these professional norms as a shared broadened conception of teachers' roles, and they became disseminated onto its divisions and departments. This expanded the professional identity of all school members and added new expectations and desired behaviors and practices to their roles. Based on school documents analysis, the teacher and coordinator profiles as well as evaluation forms for coordinators and teachers prepared by TSLT members during their improvement project, encompass leadership skills inspired from TAMAM competencies such as ability to work in teams, critically reflect, deprivatize practice, inquire, plan, monitor, and document practices and work. These skills constituted desirable behaviors and additional elements that expanded the role conceptions of all members at the case school and are linked to having them hold responsibilities beyond teaching and coordination to leading school-based initiatives.

Expanding the scope of authority of TSLT as well as teachers. Participation in TAMAM seemed to have contributed to expanding the scope of authority of TSLT members as well as teachers allowing them to lead school-based improvement at the case school. As said before, TSLT expert power that is based on knowledge and expertise increased their authority in leading school improvement. This newly acquired expert authority redefined their professional identity to encompass new sources of authority beyond their formal roles. The emerging norm of distributive leadership became valued all around the school as essential for building school capacity that facilitated school-based improvement and enhanced its sustainability in the school. In fact, TSLT members in their individual interviews confirmed that their participation in TAMAM increased their leadership capacities which helped them take on the responsibility to lead and adopt any change initiative in the case school. They considered that their participation in TAMAM developed their belief that they are agents of change in their educational institution. They also attributed the fact that TAMAM invested in their assets, developed trust, and induced higher levels of personal commitment and involvement in school improvement, to their changed view of their expanded role with its expert authority. TSLT members reported feeling empowered to lead change without imposition from any authority figure. During their individual interviews, they consistently made verbal statements that leadership is not only associated with one's formal position and their participation in TAMAM increased their motive and responsibility to lead and adopt any change initiative in the case school. Besides, as described by the principal during his interview, all TSLT members led group of teachers to identify improvement goals in their departments and plan for improvement initiatives. This reflect how the TSLT exercised their newly earned expert authority while being part of the process of leading school-based improvement at the case school.

Shifting the instructional supervisory approach. Additionally, the school instructional supervision theory in use shifted fundamentally towards making professional development central to the supervisory functions at the school, and introducing formative evaluation as the strategy to enhance its outcomes. Unlike the traditional approach to supervision that used to dominate the school practices, the newly emerging platform is not punitive, and hold the school responsible beyond setting expectations for the teachers to providing the support they need to learn and continuously grow professionally. The instructional supervision handbook reflected shift to being developmental and based on coaching and mentorship as the foundations for the new philosophy of supervision followed at the case school. This normative change was manifested in the adopted approaches to supervision towards becoming based on helping teachers progress in their profession to reach their full potential through a partnership that is held by a bond of trust and respect, and that provide guidance and encouragement. As reported in TSLT final report, the description of the monitoring stops that were performed by TSLT members while implementing the instructional supervision activities, demonstrated this profound shift in the educational platform. In fact, several monitoring stations were performed by TSLT members (coordinators) during their first improvement initiative related to instructional supervision where data was collected from teachers by individual interviews, focus groups, and evaluation papers at different time intervals to assess their performance. Data analysis comparing these documented practices to the results of the focus groups initially done in 2013-2014 with teachers, showed major change in TSLT (coordinators) views and practices of effective supervisory approach. Teachers pointed that they now view effective coordinators the ones that work on building trust, share experiences, identify teacher's concerns and ideas about instruction and learning, combine the school needs with the personal professional growth needs of the

teachers, build a common language, elicit teachers' potentials, and communicate in a collaborative, and shared dialogue with teachers.

Espousing job-embedded experiential learning as the foundation of effective PD.

TAMAM helped reframe the theory in use of effective professional development (PD) at the case school from traditional professional development approaches imposed on teachers to an approach rooted in designing and valuing job-embedded learning that involves them and engages them in continuous and ongoing learning experiences. The newly espoused professional development at the case school involved more experiential approaches that are customized to the needs of the learners, respective of the context; designed in a manner to provide challenge and support and to follow up with the teachers while implementing. During the interview, the school principal said, "TAMAM is not like discrete PD workshops and training...TAMAM changed the concept of PD at school...TAMAM is not copy-paste...TAMAM approach of PD is based on research and expertise and provides follow up from trustworthy and professional experts." He also compared between the previous and the current state of professional development at the case school by saying, "professional development shifted from being improvised to being based on clear TAMAM professional norms and procedures." According to him, any new professional development is seen in connection with a change initiative and designed to align with the guidelines of the TAMAM approach of PD. In fact, these guidelines became integral to professional development attempts at the case schools. Namely, PD design encompassed identifying needs, emphasizing the importance of evidence, customization capacity building to school context, planning, monitoring, and evaluation, as well as systematic documentation. He provided an example by saying:

Upon adopting the intervention of the character-building professional development program in the school, which was in contract with a specialized consultancy company, we refused to impose it on school members and we refused to over-rely on the outside expert or consultant. We formed a TAMAM team that had to follow the TAMAM improvement journey for this program in terms of planning workshops and hearing school members' needs and opinions.

Moreover, the principal indicated, during the interview, that one of the main responsibilities of the full-time academic and PD coordinator position he wanted to institutionalize is to ensure the alignment of current and new professional development attempts with TAMAM PD approach.

Enabling school-based improvement through shared professional norms. The TAMAM project's emphasis on building the team leadership capacity to enable transformational change at the school resulted in the adoption of a set of professional norms associated with effective and sustainable school-based improvement. The individual and collective learning of TSLT members of TAMAM competencies of inquiry, documentation, evidence-based decisions, professional collaboration, reflection, and others evolved into new shared values and professional norms that enable school-based improvement. During the interview, the school principal argued that in administrative board meetings, the difference between TAMAM members and others is noticeable in terms of having these professional norms of collaboration, inquiry, reflection, evidence-based decisions, data analysis and resilience to face and overcome challenges and obstacles necessary in the process of school-based improvement. He said, "people who engaged in the TAMAM learning process developed professional norms and values that aid them in the process of school improvement." The head of the school board stated that he got

reports that prove the learning TSLT members acquired throughout TAMAM that qualified them to lead and sustain school improvement.

While there was ample evidence of the adoption of the TAMAM professional norms at the team level, there was also evidence of a wider valuing of these norms at the school level and as a result new shared values and professional norms that shape practice in the case school and become tacit understandings disseminated in the organization. In fact, these widely shared professional norms provided an enabling environment for effective and sustainable school-based improvement.

The interviews with the head of the school board and school principal, as well as the final report, pointed out that TAMAM professional norms and values became shared among school members. The school board head said, “we strategically encouraged the dissemination of TAMAM professional norms and advocated it to become an integral part of the school culture.” The school principal stated, “TAMAM impact on school culture is huge and I worked on spreading it; and anyone who cannot fit in it will not be able to work and lead the improvement of the case school.” During the interview, the principal provided an example of a new director who was hired at the case school. He reported that she did not intersect and coincide with the “TAMAMi” professional values necessary to lead school improvement and ended up leaving the school. He said, “Today, our school has shared professional norms for school improvement and a culture that dismisses anyone who cannot fit in.”

Concluding Note

To conclude, the participation in the TAMAM project had several impacts on organizational learning. The latter is manifested by a myriad of structural and normative impacts

on the case school. The structural changes tackled changes in the formally allocated time for planning and coordinating professional development activities, the formation of several formal teams for continuous improvement, the documentation and formalization of several school procedures and policies, the new formal and informal role responsibilities introduced to TSLT members, as well as the expert authority that allowed them to modify policies, make decisions, and lead school improvement at the case school. Moving to normative changes, the participation in TAMAM contributed in key changes in the school's widely adopted educational platform, namely, adopting a new student profile, reframing the theories in use underlying instructional supervision and professional development at the case school and expanding the professional identity of teachers. Finally, the individual and collective learning and valuing of TAMAM competencies resulted in new values and professional norms that seemed to have emerged and shared among school members as enabling conditions for effective and sustainable school-based improvement.

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

This research study is a collaborative evaluation study that involves an in depth evaluation of TAMAM capacity building model in one of its participating schools and follows a qualitative case study design that also adopts a collaborative evaluation study.. It has a threefold purpose: (1) to examine the effectiveness of TAMAM’s capacity building model in reaching its desired changes in the professional knowledge, skills, and attitudes of the TAMAM school lead team (TSLT) members, (2) to explore its impact on their motivation, and (3) to explore its impact on the school organizational learning in terms of its professional norms and structure. This chapter encompasses the discussion of the results of the research questions of the study, the conclusion, and the implications for practice as well as recommendations for further research.

Discussion of the Results

Findings for the first research question showed that TAMAM capacity building model seemed to have reached to a large extent its desired changes in the professional knowledge, skills, and attitudes of TSLT members in terms of TAMAM competencies and improvement journey that empowered them to lead effective and sustainable school-based improvement. TSLT members’ participation in TAMAM project resulted in considerable growth in their leadership capacity as measured through their acquisition of TAMAM competencies’ knowledge, skills, and attitudes. TSLT members in the case school also achieved considerable overall growth in all dimensions of the eleven TAMAM competencies. They met the project’s expectations in all competencies except for one competency that partially met the project’s expectations as detailed by the TAMAM Master Rubric. The ten TAMAM competencies met by TSLT members were

reflective dialogue and practice, inquiry, evidence-based decisions, decisions and actions driven by needs, deprivatization of practice, systematic documented practice, evolving design planning, professional collaboration, participative leadership for continuous improvement, and mentoring approach. The last competency which is the job-embedded experiential learning was the only competency that was partially met as delineated by TAMAM Master Rubric.

In addition, TSLT members had met and exceeded the expectations in all the stations of the journey that were completed. Hence, they acquired the knowledge and skills for initiating, planning, implementing, monitoring and evaluating of the school-based improvement process as detailed in the stations' rubric. Besides, the overall attitude of the team towards the usefulness of this journey was very high. TSLT members also acquired a process they can always use to initiate and lead improvement initiatives at their school as well as use it as a job-embedded experience of building capacity towards leading change initiatives.

Findings for the second research question showed that TSLT participation in the TAMAM project had a positive impact on strengthening the team motivation and sustaining their commitment towards leading improvement initiatives at their school. In fact, TSLT members reported that their participation in TAMAM project increased their feelings of competence, autonomy, and collaboration that subsequently increased their motivation and empowered them to be agents of change. However, the increase in motivation that the team members reported as a result of their participation in TAMAM did not hold steady in face of the challenges that emerged throughout their TAMAM experience. In fact, most TSLT members reported that their level of motivation fluctuated and went down considerably when the challenges they are facing became too hard to bear. However, despite the challenges, TSLT sustained participation in TAMAM can be linked to their gradually increased resilience. Based on the results, the

continuous support provided by the PST helped them acquire the skills to respond and cope with changes more effectively and efficiently. PST approach that involved mentoring with a balance of support and challenge provided interventions that rescued the team from the drop in their motivation and built their resilience while going through the ups and downs of the program in term of motivation.

Finally, findings for the third research question showed that the participation in TAMAM project had triggered organizational learning. The latter is manifested in a myriad of structural and normative changes on the case school. The structural changes tackled changes in the formally allocated time for planning and coordinating professional development activities, the formation of several formal teams for continuous improvement, the documentation and formalization of several school procedures and policies, new formal and informal role responsibilities introduced to TSLT members, as well as the acknowledgment of their acquired expert authority that expanded their decision making power to modify policies, and lead school improvement at the case school. As for normative changes, they were apparent in key changes in the school widely adopted educational platform; namely, adopting a new student profile, reframing the theories in use underlying instructional supervision and professional development at the case school and expanding the professional identity of teachers. Finally, the individual and collective learning and valuing of TAMAM competencies resulted in adopting them as the school new professional norms that seemed to be shared among school members and viewed as enabling conditions for effective and sustainable school-based improvement.

In this section, these findings are discussed under a number of claims that the researcher has developed through examining the results in light of the initial conceptual framework based

on the literature reviewed and making comparisons to acquire a more in depth conceptual understanding of the results and their implications.

Effectiveness of TAMAM Capacity Building Model

TAMAM capacity building program seems to have succeeded in building the leadership capacity of the TSLT to lead sustainable school-based improvement through adopting effective strategies that triggered the participants professional learning and sustained it until they acquired the competencies that are associated with successfully leading sustainable school-based improvement. In this section, the effectiveness of TAMAM capacity building model is discussed in terms of the outcomes it achieved in building TSLT members' leadership capacities to lead school improvement. It also discusses TAMAM professional development (PD) approach as an effective strategy to trigger professional learning through being aligned with adult learning theories and congruent with the characteristics of effective PD that promotes capacity and strengthens commitment towards actively engaging and leading school-based improvement.

TSLT acquired leadership capacity to lead sustainable school-based improvement.

The effectiveness of TAMAM capacity building model is manifested in terms of the outcomes it achieved with the TSLT members acquiring the elements associated with the capacity to lead and sustain school improvement.

According to the reviewed literature, building broad-based leadership capacity among school members is essential to ensure the success of school-based improvement initiatives and the sustainability of their impact (Dimmock, 2012, Guhn, 2009, Harris & Young, 2000, Lambert, 2003). Developing teacher leadership is believed to be central to achieving this broad-based leadership capacity (Lambert, 2003). Hence, teachers become active agents of change and their

collective leadership capacities become the driving vehicle for building the school's capacity for sustainable improvement. On the other hand, Lambert et al (2016) indicate that high broad-based leadership capacity is achieved when teachers and other school members are actively engaged in professional collaboration, problem solving, reflection, inquiry, and data-based and shared decision-making, as well as holds shared responsibility and accept accountability while keeping students' learning as the focus. Many other scholars agree that building teachers' knowledge, skills, and competencies of collaboration, reflection, and inquiry promotes building their leadership capacities that are the driving vehicle for sustainable improvement and transformational learning and change (Fullan & Hargeaves, 2016; King & Newmann, 2001; Mitchel & Sackney, 2011; Snell & Snawson, 2000).

The finding of this study provided consistent and ample evidence that as a result of their participation in the TAMAM capacity building program, TSLT members have acquired competencies of collaboration, reflection, inquiry, and others which scholars agree that they are indicative of high leadership capacity for school improvement. All TSLT members linked this capacity built to enhanced competence which increased their level of motivation to lead school-based improvement.

Moreover, many scholars agree that acquisition of these specified competencies results in a sense of enhanced competency, autonomy, and relatedness which leads them to display high levels of motivation towards leading school-based improvement as postulated by self-determination theory (Angeline, 2014; Hamilton et al., 2018; Hill, 2015; Musanti & Pence, 2010). According to Hamilton, Forde, and McMahon (2018), to foster teacher engagement in leading change, building leadership capacity is crucial. They also add that fostering the autonomy of teachers in their professional learning is critical to building their leadership

capacity. Vaughan and McLaughlin (2011) reported in a study on reading teachers, that teachers who took ownership over their learning and decision-making during professional development activities had a stronger level of motivation towards leading change. Others found that engaging in inquiry and reflection allow teachers to contribute in their self-professional development that serve their own needs which foster their motivation to lead (Angeline; 2014).

Building capacity the way TAMAM is doing not only targets acquisition of the knowledge and skills but also results in building positive attitudes towards change and high levels of motivation to school improvement because of the enhanced competency, autonomy, and relatedness as postulated by self-determination theory (SDT). In fact, findings showed that all TSLT members agree that their participation in TAMAM increased their autonomy and hence their motivation towards actively engaging and leading school-based improvement. In their individual interviews, TSLT members confirmed that their participation in TAMAM job-embedded professional development in the form of the school improvement journey increased the scope of their authority to make decisions and decreased their dependency on their superiors especially when it comes to their own learning. They linked their increased motivation to school improvement to their feeling that their voice had become important in the process of making decisions at the case school. TSLT members consider that their participation in TAMAM developed their belief that they are agents of change in their educational institution. They consistently made verbal statements that with their realization that power is not only associated with one's formal position, they believed that their participation in TAMAM increased their motive and responsibility to lead and adopt any change initiative in the case school.

Finally, several scholars consider professional collaboration a key leadership skill that builds capacity and strengthens the motivation to school improvement. Angeline (2014) claims

that building teams provided opportunity for the music veteran teachers to share their experience and guide innovation and change process. Similarly, Musanti and Pence (2010) study showed that teachers clearly related their self-growth and development to their collaboration since through the process of collaboration, teachers are found to value their interdependences; they felt less isolated and viewed themselves as knowledge constructors and continuous learners.

TAMAM is based on building lead teams for school improvement. All available data gave indications that practices around forming teams and enacting them align with the guidelines of the TAMAM professional collaboration. During their interviews, TSLT members especially coordinators made verbal statements that TAMAM has promoted professional collaboration and this became evident in how the team members interacted with their colleagues. This constant interaction resulted in team bonding with feelings of mutual interests and an eagerness to share solutions and success stories with others and served as a motivation to work on developing their points of weakness. Team members as a result of their participation in TAMAM became supportive and responsible for helping and feedback to each other. TSLT members (coordinators) linked their decrease in relatedness and connectedness they used to have in TAMAM meetings to their lowered motivation during the year of 2018-2019. They attributed that to their increased sense of isolation and worry about their problems and their fears to explicitly share their challenges with the principal as they used to with colleagues in TAMAM weekly meetings.

In sum, the effectiveness of TAMAM capacity building program is manifested in the outcomes reflected in the leadership competencies and heightened level of motivation towards change that the team members reported as acquired. These competencies align with what the reviewed literature reports as leadership capacity for sustainable school-based improvement.

Central to this capacity is a sense of enhanced competence, autonomy, and relatedness that prepared the TSLT and strengthened their motivation towards actively engaging and leading school-based improvement towards inducing sustainable improvement at the case school.

Professional development (PD) approach that promotes capacity building. TAMAM capacity building follows a PD approach, unique to the Arab region, that promotes members' professional learning and builds their capacity to lead sustainable school-based improvement. TAMAM PD approach shifts the focus from traditional, rigid, imposed, and discrete activities into designing professional learning experiences that ensure teachers' transformative learning and that align with the design criteria of effective PD documented in the international literature.

The literature on professional development critiques dominant conception of professional development that considers teachers as deficient and in need of externally prescribed PD programs that are delivered to them (Webster-Right, 2009). Others found that teachers mostly receive planned, occasional, and workshops and PD programs that are disconnected from their needs and learning priorities (Darling-Hammond, 2009). Wilkinson (2003) designated these programs as traditional and ineffective highlighting that they are top-down directed programs, with no teacher engagement, no follow up, and no direct relation to content. Such traditional designs of PD programs are common in developing countries including the Arab region and are often copied without any attempt at adapting or customizing the design to the local priorities and sociocultural context of schools (Dayoub & Bashiruddin, 2012; Karami-Akkary, 2011). Furthermore, in the Arab context, evaluating program effectiveness, if present, is restricted to the satisfaction of the participants with the training session, without further evaluation of the impact it had left on their practice (Karami-Akkary, 2014). As a result, the immediate feedback to the trainers or presenters may make the professional development activity appear successful, yet,

without giving the teachers the chance to ingrain that knowledge in real life experiences, the effectiveness of these designs remains unchecked.

However, TAMAM's capacity building model sets the project apart from these ineffective PD practices in the region as it possesses the characteristics of effective PD programs as documented in the literature. As many international scholars recommend effective PD programs are long term, include active learning, experiential, continuous, interactive, collaborative, innovative, reflective, context-related, practice-embedded and planned according to teachers' needs (Webster-Right, 2009; Darling-Hammond, 2009; Wilkinson, 2003). These effective programs are the ones that provide holistic professional learning experiences that are context-specific and sensitive to the needs of teachers (Webster-Right, 2009). They also involve teachers in designing, planning, and implementing professional development activities (Herner-Patnode, 2009; Darby, 2008). Moreover, effective PD programs set learning outcomes that are aligned with the organizational vision and goals. Finally, collaborative professional learning, action research, and critical reflection are widely discussed in the literature of PD as important components of effective PD programs that ensure transformative and sustainable learning for teachers especially in the context of helping them to acquire leadership skills of sustainable school-based improvement (Fullan & Hargeaves, 2016).

The findings of the study provided ample evidence that TAMAM PD approach focused on the professional growth and learning that responded to the needs and priorities of the participants. TSLT members and the school principal noted the fact that the TAMAM PD approach is job-embedded, encouraged members to experientially learn, continuously try, and gave them the time and space for experimentation. Findings also showed that TAMAM capacity building program enabled TSLT members to continuously interact, meet, reflect, plan, inquire,

collect data, analyze it, and reach conclusions on job-embedded issues and concerns.

Collaborative professional learning, action research, critical reflection, inquiry, and others emphasized in the literature are part of TAMAM competencies to be acquired by TSLT members to ensure transformative and lifelong learning for them and help them acquire leadership skills that make them better learners and leaders of change. Moreover, the findings of this study illustrated how TAMAM involved teachers in designing, planning, and implementing school improvement initiatives while closely monitoring their progress, and responding to their inquiries and tailoring the training visits and workshops based on their readiness, emerging needs and pace in progress on the journey. Finally, TAMAM PD approach in the case school managed to align its support for the team with long-term and strategic directions that the lead team and the principal set for the school. It ensured its alignment with the school's vision and improvement goals.

Besides, several scholars also link the design of the PD itself and the level of participation of the beneficiaries of these programs to gaining more competence, autonomy, and relatedness hence fostering the motivation to lead change and school improvement. Schieb and Karabenick (2011) claim that including educators and other major stakeholders in the planning process and the setting of goals for PD often results in an improved ability for participants to translate their experiences more effectively in the classroom. As designed, TAMAM PD program is conducive to gaining more competence, autonomy, and relatedness promoting teacher leadership that fosters their capacity towards actively engaging and leading school-based improvement and strengthens their continuous commitment to change. All TSLT members in the individual interviews agree that their participation in TAMAM increased their competence and attributed this increase in competence to their acquisition of the TAMAM competencies,

TAMAM journey, PST training and follow up, and the professional development activities they implemented and engaged in their TAMAM improvement projects which involved reading articles, training workshops, and were directly related to their professional roles at the case school. TAMAM design which involves TSLT members in all of its journey stations of need identification, planning, implementation, monitoring, and evaluation also grants them more authority and autonomy especially in aspects that improve their ability, readiness, and preparedness to lead change initiatives in their school. Findings also showed how TAMAM capacity building model fostered relatedness and collaboration among TSLT members through strengthening interactive relationships between them. The design of TAMAM intervention was based on building lead teams for school improvement and professional collaboration was one of TAMAM competencies necessary to enact teamwork at schools. In addition, TAMAM PD design which involves continuous monitoring and support by the PST helped built TSLT members' resilience when their motivation fluctuated while going through the program. Nevertheless, resilience still emerged as a key skill that the program design did not address explicitly. More direct targeting of this competency while building leadership capacity of individuals will more likely to sustain their motivation throughout their engagement in the program. According to Becvar (2013), resilience refers to the capacity of those who, even under the most stressful circumstances, are able to cope, to rebound, and to go on and thrive. They regain their balance following crises and build necessary requirements for accommodation and adaptation. Hence, focusing on resilience is key to improving the TAMAM design.

All these characteristics qualify the TAMAM PD program as effective in promoting the team professional learning, preparing them and motivating them to lead and sustain school-based improvement.

Acquiring Sustainable Organizational Learning and Development

The school participation in TAMAM fostered the school's organizational learning and development at different levels. Based on the analysis of the results, the school now functions as a learning organization which is self-renewing, flexible in structure, adaptive to change, and innovative. As a result of its participation in TAMAM the school now possesses several characteristics that foster organizational learning and ensure the sustainability of improvement.

Building school capacity. Senge (1990, 2006) and King and Newmann (2001) relate school capacity to organizational learning and development. Scholars provide many factors that enable schools to develop their capacity for sustainable improvement. Building individual and collective leadership skills, having shared vision, interconnectedness of individuals, and having external support are some of the factors discussed in the literature that promote school capacity and its organizational learning and that emerged as impact enhancing school capacity for improvement as a result of its participation in TAMAM.

Building individual and collective leadership skills. It is discussed earlier how TAMAM capacity building model tackles TSLT members' competence and build their leadership capacities at the individual and team levels, and according to the literature this is related to organizational learning and development. Enhancing the learning of individuals (Collinson et al., 2006) and providing staff with opportunities that cultivate and develop their knowledge, competencies, and performance capabilities (Fullan, 2000; Hoy & Miskel, 2008; Silins, Mulford, & Zarins, 2002) are essential for organizational learning and self-renewal. These learning opportunities require inquiry, questioning, problem-solving, data collection and analysis (Collinson et al., 2006) which are integral in TAMAM capacity building program as discussed

earlier and were identified as an outcome of the professional learning of the team members. Another factor that fosters schools' organizational learning is the dissemination of this individual learning to all school members (Collinson et al., 2006). Collective learning occurs through daily interaction, dialogue, and collaboration between school members (Collinson et al., 2006; Sergiovanni, 2007) in a trusting and collaborative climate (Silins et al., 2002). As reported in the results, the individual and collective learning of TSLT members of TAMAM competencies of inquiry, documentation, evidence-based decisions, professional collaboration, reflection, and others were disseminated to all school divisions and departments.

Building a shared vision. Mitchel and Sackney (2011) claim that for schools to build their capacities for sustainable school improvement, they need to have: shared vision and goals among school personnel. Senge (1990, 2006) also emphasized the importance of building a shared vision that takes the school to growth and transformation. In fact, the participation in TAMAM developed a new student profile that became the anchor of its shared vision of the graduate and incorporated a new view of the facets of that learner that the school is working on developing. This newly formed vision of the graduate was widely adopted around the case school and became the anchor of the improvement initiatives that began to emerge around the school after the conclusion of the capacity building program. Having such a shared vision contributes in building the school capacity that promotes the learning of the institution.

Forming formal teams\committees for continuous improvement. Mitchell and Sackney's capacity building (2011) emphasize the importance of building professional learning communities characterized by strong personal, interpersonal, and organizational capacities to allow lasting improvement. They also claim that for schools to build their capacities, in addition to having shared vision, they need to have collective professional learning, ongoing

experimentation and data-based decision-making, and a culture of teamwork, trust, and collaboration among school members.

Following the participation of the school in TAMAM, professional collaboration was strengthened in the case school and hence constituted a characteristic that indicates the school growing capacity for continuous learning. As reported in the results, the school administration decided to create improvement teams to lead the future improvement initiatives at the school. The teams were formed to mirror the TSLT, a central feature of the design of the TAMAM PD model of school-based improvement. These teams are given formally assigned responsibilities that include setting clear goals and identifying needs that were assessed as a priority by the school community. Professional collaboration has also been adopted as the guiding approach to follow in those newly formed teams. During the interview with the principal and the TSLT, it became clear that the newly formed teams are indeed engaged in achieving school improvement goals that are aligned with the school vision and mission, while working collaboratively on minimizing obstacles to continuous improvement.

Providing external support. According to Hopkins and Reynolds (2001), capacity building involves developing strategic plans and using external support rather than only developing teachers' learning. Harris (2001) highlights the importance of external sources of support as indispensable factors for building capacity for school improvement. The PST is considered this external support to TSLT members and the case school which helped in building its capacity necessary for the school learning and growth. PST provided a balance of support and challenge which they considered essential to keep TSLT engaged. In fact, PST training approach is based on continuous monitoring and follow up and is information-heavy. As such, they interfered whenever they identified that there is a major breakdown or crisis. They continuously

monitored team members' momentum and offered the necessary support, coaching, guidance, and training whenever needed.

Developing shared professional norms. Based on the results, the individual and collective learning of TSLT members of TAMAM competencies of inquiry, documentation, evidence-based decisions, professional collaboration, reflection, and others evolved into new shared values and professional norms that enable school-based improvement.

Hoy and Miskel (2008) assure that as individuals engage in social interaction and professional collaboration in school settings, common conceptions of desirable and acceptable behavior develop and as a result new shared values can arise setting the foundation for the new professional norms that take holds shaping practice in the school organization. Collinson et al (2006) stated that organizational learning is dependent on the shared and tacit meanings and understandings among members. It fosters cognitive learning and change in individuals and groups that involve inquiry and questioning of their deep taken for granted assumptions and values to develop new professional norms and values possessed and shared among school members. Hence, behavioral change of practices and operations in organizations occurs as a result of organizational learning.

While there was ample evidence of the adoption of the TAMAM professional norms at the team level, there was also evidence of a wider valuing of these norms at the school level. As a result, new shared values and professional norms that shape practice in the case school have become tacit understandings disseminated in the organization. In fact, these widely shared professional norms have constituted desirable behaviors and provided the enabling environment for effective and sustainable school-based improvement.

Questioning taken for granted theories in use. The participation in TAMAM project promoted the school organizational learning for it invited TSLT members and the school principal to question taken for granted theories in use and contributed in reframing the theories in use underlying instructional supervision and professional development at the case school.

According to Collinson et al (2006), organizational learning involves questioning of the deep taken for granted assumptions and values and the willingness to develop new ones possessed and shared among school members. Senge (1990, 2006) claims that constantly examining, questioning, and changing assumptions and theories in use are at the core of the organizations' continuous and sustainable renewal.

TAMAM helped reframe the theory in use of effective professional development (PD) at the case school from traditional professional development approaches imposed on teachers to an approach rooted in designing and valuing job-embedded learning that involves them and engages them in continuous and ongoing learning experiences. Additionally, the school instructional supervision theory in use shifted fundamentally towards making professional development central to the supervisory functions at the school and introducing formative evaluation as the strategy to enhance its outcomes. Unlike the traditional approach to supervision that used to dominate the school practices, the newly emerging platform is not punitive, and hold the school responsible beyond setting expectations for the teachers to providing the support they need to learn and continuously grow professionally. The above supports the claim that TAMAM promoted the school organizational learning for it questioned taken for granted theories in use and contributed in reframing them.

Democratic and flexible school structure. The participation in TAMAM project promoted the school organizational learning for it fostered a professional, open, and shared structure at the case school.

Providing democratic and supportive structure systems is considered necessary to foster organizational learning and self-renewal (Collinson et al., 2006; Hoy & Miskel, 2008; Silins et al., 2002). Collinson et al. (2006) consider that individual and collective learning in a learning organization is associated with a democratic model of governance that values school capacity. Learning organizations allocate more time for teachers and provide them with sufficient resources to promote their professional development (Silins et al., 2002). The structural organization of the school is flattened, and control and authority become more open and shared. Teachers acquire more power in the organizational decision-making process as rules and procedures become shared (Hoy and Miskel, 2008; Collinson et al., 2006; Silins et al., 2002). Members of the staff are viewed as professionals who have the expertise and competence to make important organizational decisions. Teachers are active participants in all aspects of school functioning such as school policy formulation, review of current practices, establishing future directions, and sharing information with parents and the community (Silins et al., 2002).

The finding of the study showed that participation in the TAMAM project had had several impacts on the structure of the case school. PD gradually has become a central function in the school structure that required allocating responsibilities and formal time to several positions. The case school formally allocated time for planning and coordinating professional development activities by assigning a part-time internal coach, reducing teaching load for TSLT, adjusting the school schedule, and creating a permanent full-time academic and PD coordinator to sustain the impact of TAMAM. The case school structure proved to have become adaptive to

ongoing changes emerging from the participation of TAMAM. It allowed the formation of several formal teams for continuous improvement and welcomed the documentation and formalization of several newly developed school procedures and policies.

Besides, prior to TAMAM intervention, the school improvement was centralized and considered as the sole responsibility of the school principal. Upon school participation in TAMAM and with the increase of the expertise and leadership capacity of TSLT due to their built leadership capacity, new formal and informal role responsibilities of TSLT members in leading school improvement were introduced as well as the expert authority that allowed them to modify policies, make decisions, and lead school improvement at the case school. TSLT members in their individual interviews confirmed that their participation in TAMAM increased their authority to make decisions and prepared them to act without depending on their superiors. They reported that their voice has become essential in the decision-making process at the school.

Such professional, open, and shared structure induced in the case school as the result of the participation in TAMAM is another characteristic that allow its organizational learning and development facilitating the transformation to becoming a self-renewing school that welcomes innovation and continuously initiates improvement actions.

Conclusion

TAMAM capacity building program seemed to have the potential of having an impact beyond its stated objectives. The effectiveness of TAMAM capacity building model was illustrated in terms of the outcomes it achieved in building TSLT members' leadership capacities that prepared them and motivated them to lead school improvement. TAMAM capacity building model developed TSLT members' knowledge and skills via its job-embedded school

improvement journey that provided a learning experience for them to acquire a set of competencies that are linked in the literature with possessing leadership capacity that enables them to lead and sustain school improvement. Lead team members became active agents of change and their collective leadership capacities became the driving vehicle for building the school's capacity for sustainable improvement.

The effectiveness of TAMAM capacity building program was attributed to its approach and design that make it unique in the Arab region. TAMAM PD approach promoted members' professional learning and leadership capacities for school improvement. It was long term, active, experiential, continuous, interactive, collaborative, innovative, reflective, context-related, practice-embedded and planned according to teachers' needs. It also involved lead teams in designing, planning, and implementing PD and is aligned with the school's vision and improvement goals. Collaborative professional learning, action research, critical reflection, inquiry, and others emphasized in the literature were part of TAMAM competencies to be acquired by TSLT members to ensure transformative and lifelong learning for them and help them acquire leadership skills that made them better learners and leaders of change. Moreover, TAMAM design of PD was conducive to gaining more competence, autonomy, and relatedness promoting teacher leadership that fostered their capacity towards actively engaging and leading school-based improvement and strengthened their resilience and lead to a steady commitment to change.

Moreover, the school participation in TAMAM fostered the school organizational learning and development at different levels. As a result of its participation in TAMAM the school now possesses several characteristics that foster organizational learning and ensure the sustainability of school improvement informed by the TAMAM model. Building individual and

collective leadership skills, having shared vision, interconnectedness of individuals, and having external support are some of the impacts of TAMAM participation which the literature relates to promoting the school capacity and its organizational learning. Moreover, the school participation in TAMAM promoted organizational learning and development at other multiple levels; it hinged on the learning of the individual, group, and the organization as a whole. It also involved the practice and valuing of inquiry and questioning of the deep taken for granted assumptions and values in use and the willingness to develop new professional norms and values possessed and shared among school members. Finally, it also provided democratic, professional, open, and shared structure systems necessary to foster self-renewal and readiness to continuous change and innovation. All these impacts on the institution promise the fulfillment of TAMAM vision for sustainability of school improvement in the case school.

On the other hand, despite all the successes there were still impediments to the personal and institutional learning claimed above. The limited resources, the fluctuating motivation, and the difference in the readiness to engage in learning were big challenges that need to be attentively and strategically addressed. Resilience seemed to emerge as a key skill that needs to be more focused on in building the capacity of individuals and keeping their commitment to sustain the impact of TAMAM in the case school despite the multiple emerging challenges team members can face.

Implications for Practice

This research study is part of the evaluative research that can present evidence-based understandings on effective school improvement strategies, implementation plans, and practical actions for building schools' capacity that can enhance schools' practices and enrich the

knowledge base of educational reform. It has several implications at the school, PST, and the larger-scale levels.

At level of the case school. To sustain the leadership capacity and the organizational learning identified in the case school upon the intervention of TAMAM, the school has to keep the focus on the capacity building program because it has a threefold value, namely to build competencies and leadership skills, boost motivation, and continue to lay the foundation for sustainability through preparing the team for formal and informal roles of leading change. There is great value in using the same approach to expand to new members. More building capacity is needed to TSLT members by engaging them in the TAMAM improvement journey and competencies in their own departments. By this, capacity building also starts to expand to more teachers, and this requires allocating more time for them to promote their professional learning through implementing the TAMAM job-embedded improvement journeys in which they can think of new improvement initiatives that directly impact students.

The case school can also use the characteristics that the researcher advanced for the organizational learning and development as strategic goals for building and sustaining the school capacity and as criteria to examine its effectiveness.

Finally, this study can encourage the institution to continue providing supportive conditions for lead team members throughout their engagement in school improvement, specifically involving them in decision-making that influences school policies and regulations and institutionalizing their improvement actions. The case school needs to sustain the newly added full-time position where a formal role has responsibilities that are allocated to initiate, support, and monitor school-based improvement and make it continuously embedded in the

school processes. This formal role needs to be provided with the time, the authority to explore, inquire, and experiment with innovative initiatives to gradually become accepted as indispensable to the sustainability of school-based improvement.

At level of PST. The TAMAM project steering team can use this evaluation to articulate indicators for the impacts on motivation (a new exploring field to them), which can then become learning outcomes to be targeted as part of their capacity building program. Rather than monitoring motivation to identify the need to intervene when the motivation levels drop, the TAMAM design team can benefit from the results to set key performance indicators that it proactively targets from the start and address throughout the implementation of the capacity building program.

Similarly, the TAMAM design team can use the results of the impact on the organizational structure and develop objectives and more focused strategies to ensure and enhance this impact in other participating schools. That is, the PST can use these study findings in terms of impact on the organization to set objectives that the project can work towards rather than leaving those to emerge by chance.

Additionally, the results of this study can inform the development of strategies that facilitate the professional learning of the team in terms of creating more supportive conditions throughout their engagement in the job-embedded PD activities. Specifically, strategies to build early rapport with the school administrations, negotiate special provisions for the lead team in term of reducing their teaching load, allocate more decision-making authority to them, facilitate their early involvement in modifying or developing policies that formalize the lead team expanding role, and help institutionalize the improvement intervention they initiated.

Moreover, the PST can think of resilience as an additional TAMAM competency that seems to contribute to building the capacity of individuals to cope, adapt, and thrive in the face of anticipated and unanticipated conditions and challenges. It also helps sustain the motivation of lead team members to ensure their commitment, regain the momentum of the school involvement in TAMAM as well as ensure the sustainability of improvement.

In addition, based on the added value to the role of the internal coach in the case school, the results of the study can inform the TAMAM design team as it develops the role of the internal coach, and make building coaching capacity at the school one of the goals of the TAMAM capacity building program. The latter can also be helpful to other schools in similar contexts as well as coaches and university educators interested in implementing it to build the capacity for schools' improvement while concurrently increasing the number of TAMAM coaches. Finally, PST can use the design of this study as a template for other participating schools to follow so that more evaluative studies are conducted on other participating schools.

At policy making level. The results of this evaluative research study can be informative for policymakers in the Arab context interested in adopting the TAMAM capacity building model for a larger-scale implementation. On one hand, it offers the blue prints for an evaluation study design that is aimed at testing the effectiveness of a capacity building program and that follows a collaborative approach that honors the experiences of the participants and their context as well as uses long term data that has been collected throughout the initiation and implementation processes. On the other hand, the results of the study can be considered as the results of a pilot study in the Lebanese context that can provide evidence to inform decisions related to implementing the TAMAM capacity building program on a larger scale.

Recommendations for Further Research

This research study adds to the scarce literature and empirical data on leadership capacity building for school-based improvement and reform in the Arab World. Given the need to capture success stories in this field in the Arab region, the study adopted and assumed this appreciative inquiry approach that is quite different from many approaches to evaluation, which focus on deficits and problems. It inquires into, identifies, and further develops the best of what is in the organization to create a better future and envision what it might be like if this “best” occurred more (Coghlan, Preskill, & Catsambas, 2003). The study focuses on the impact that is implicitly seeking what worked and what was effective. It also adds the findings to the existing literature about the TAMAM capacity building model specifically in evaluating its effectiveness and impact.

Despite the positive approach of this research study, some aspects were challenging and were shared especially in relation to sustaining motivation and dealing with its fluctuations, which open the door for more in-depth examination of the strategies needed to be used to sustain motivation and overcome the expected challenges throughout the training. Thus, further research could be to examine the negative learning experiences of the team, namely focus on the challenges.

Besides, this evaluative research can lay the foundation for further research that can be done to examine each research question on the other participating schools in TAMAM. Research question one can be explored more to evaluate the exact nature of growth TSLT members achieved in the TAMAM competencies’ knowledge, skills, and attitudes. Merging categories can be captured for generalizability that consequently help produce theoretical understandings that

enhance the knowledge base on effective school improvement practices and inform educational policies grounded in the cultural context of the Arab region.

APPENDIX A

TAMAM PILLARS

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The pillars provide a concrete set of standards of what the TAMAM project aspires that participating school team members acquire. Each pillar has a “TAMAM” definition and a competency it represents that is further articulated into several descriptive elements. The elements are categorized into knowledge, skills and attitudes; each of which possessing a detailed and documented observable description. These pillars are:

Pillar 1 – Leadership for Change: empowering all members to lead for change; having a vision of what the organization can become and mobilizing them to accomplish it;

Pillar 2 – Professional Collaboration: productively working together in joint efforts toward a common goal, addressing interests and conflicts, conducting oneself with high standards of ethics, honesty and responsibility;

Pillar 3 –Inquiry: Inquiry is a cognitive skill for lifelong learning and continuous school improvement. Members inquire about educational practices and analyze data to arrive at conclusions used as evidence for future actions;

Pillar 4 –Evidence-based Decisions: Guiding decisions through the best available current evidence;

Pillar 5 – Reflective Dialogue and Practice: making meaningful and purposeful discussions on educational matters to raise school members’ awareness of their practice and its consequences on school development; understanding that reflection is one of the most effective strategies to improve educational practices;

Pillar 6 – De-privatization of Practice: generous exchange of educational knowledge and its limitations among school practitioners through sharing of their practices;

Pillar 7 – Decisions and Actions Driven by Needs: decisions informed by reflective dialogue and consultation with stakeholders and based on the needs and readiness of the target group;

Pillar 8 – Evolving Design Planning: construction and deconstruction of action plans in response to emerging challenges and based on evidence collected through continuous and ongoing monitoring;

Pillar 9 – Experiential Learning: learning in context since professional knowing is embodied and embedded in practice; making meaning from direct experience, learning by doing through reflections on every day's experiences;

Pillar 10 – Mentoring Approach: helping all members progress in their profession to reach their full potential through a partnership that is held by a bond of trust and respect, providing guidance and encouragement; and

Pillar 11 – Systematic Documented Practice: methodical recording, organization, archiving, retrieval and dissemination of educational practices to inform policy development and knowledge production.

APPENDIX B

SAMPLE OF ELEMENTS OF TAMAM PILLARS\COMPETENCIES-2017

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K = Knowledge	S = Skill	A = Attitude
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Competency 1– Participative leadership for continuous improvement – *Empowering all members to lead for change; having a vision of what the organization can become and mobilizing them to accomplish it.*

6. Team members understand that effective leadership for continuous improvement is participative.	K
7. Team members understand that on-going learning is a central aspect of leadership.	K
8. Team members understand the various sources of power not necessarily associated with one’s formal position.	K
9. Team members are aware that the expertise they hold in a certain area is a source of power for change.	K
10. Team members understand that they have the right, capability and responsibility to lead.	K
11. Team members identify and acknowledge obstacles hindering their continuous improvement and proactively address them.	S
12. Team members display creativity (thinking outside the box) and innovativeness to solve their problems.	S
13. Team members build collective power from own expertise.	S
14. Team members resolutely pursue the development and creation of knowledge targeted towards improvement.	S
15. Team members demonstrate persistence and take risks.	S
16. Team members are willing to take initiative to identify imminent needs and set priorities.	A
17. Team members share responsibility for decisions and accountability for outcomes.	A
18. Team members believe that change is within their collective powers (agents of change, individuals who lead change within the school).	A
14. Team members lead by example by modeling the TAMAM values that are necessary for continuous improvement	A

APPENDIX C

SAMPLE OF TAMAM’S MASTER RUBRIC-2017

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<i>Competency# 1 Participative Leadership for Continuous Improvement</i>			
Element	Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations
Score	1	2	3
1. Team member(s) understand that effective leadership for continuous improvement is participative. (C1.1K)	<p>Team member(s) do not make statements (verbal or written) that effective leadership for continuous improvement is participative.</p> <p><u>For Baseline:</u> There is no evidence that team member(s) make statements that effective leadership for continuous improvement is participative.</p>	Team member(s) rarely make statements (verbal or written) that effective leadership for continuous improvement is participative.	Team member(s) consistently make statements (verbal or written) that effective leadership for continuous improvement is participative.

<p>2. Team members are aware that the expertise they hold and acquire in a certain area is a source of power for change. (C1.4K)</p>	<p>Team member(s) are not aware that their expertise is a source of power for change.</p> <p><u>For Baseline:</u> There is no evidence that team member(s) are aware that their expertise is a source of power for change.</p>	<p>Team member(s) have limited awareness that their expertise could be used as a source of power for change.</p>	<p>Team member(s) are aware (by making verbal or written statements) that their expertise is a source of power for change.</p>
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APPENDIX D

SAMPLE OF TAMAM IMPROVEMENT JOURNEY RUBRIC - 2016

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Identify the Need station		
Does not meet expectations	Meets expectations	Exceeds expectations
The lead team <u>did not</u> identify an improvement need <u>related to student’s learning.</u>	The lead team identified an improvement need <u>related to student’s learning.</u>	The lead team identified an improvement need, based on <u>evidence or agreement among school community and related to student’s learning.</u>
The lead team did not identify an improvement need that is <u>aligned with the school’s vision.</u>	The lead team identified an improvement need <u>aligned with the school’s vision.</u>	The lead team identified an improvement need <u>aligned with the school’s vision</u> and the school strategic improvement direction.
The lead team <u>did not identify</u> an improvement need nor determined its <u>causes, manifestations and the related factors.</u>	The lead team identified an improvement need but <u>didn’t specify its causes, neither its manifestations, nor its related factors.</u>	The lead team identified an improvement need listing its manifestations, causes and its related factors.

APPENDIX E

SAMPLE OF TAMAM DIAGNOSTIC CHECKLIST- 2016

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Rarely Applies = You **rarely** display the knowledge, skill or attitude.

Partially Applies = You display the knowledge, skill or attitude but with **some inconsistency**

Applies = You display the knowledge, skill or attitude **on regular basis**

<i>Reflective Dialogue and Practice</i>	Does not apply	Rarely Applies	Partially Applies	Applies	I do not understand the concept of this item	I do not understand the wording of this item
1- I understand that reflection is making meaningful and purposeful discussions on educational matters to raise awareness of my practice and its consequences on school development						
2- I understand that reflection is a process by which my information, behavior, actions, as well as the thinking behind them are examined						
3- I know that reflection makes me aware of my implicit knowledge and underlying professional beliefs.						

4- I recognize the two levels of reflection (technical and critical).						
5- I understand that the practice of reflection needs structured and scheduled time						
6- I ask other school members for their ideas and viewpoints with focus and purposefulness.						
7- I continuously ask myself if I am progressing towards my intended goals (at every station of the TAMAM <u>journey</u>)						
8 - I continuously ask myself if I am following my own plan.						
9 - I identify the rationale, assumptions, and values underlying my practices, ideas, and goals.						
10- I ask What, Why and How things are being done.						
11 - I identify gaps in my knowledge						
12 - I am capable of discussing the processes that I adopt in my practices						

13- I question both good and bad consequences						
14 - My comments do not provoke conflict among others nor between me and others.						
15 - I thoughtfully reflect on others' comments.						
16 - I take a step back and apply the following skills:						
a- Questioning						
b- Comparing and Contrasting						
c- Sense Making						
d- Exploring						
17. I cherish the outcome and show open mindedness.						
18. Team members display wholeheartedness.						

APPENDIX F

TAMAM FOCUS GROUP PROTOCOL FOR TSLT MEMBERS -2016

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The Interview Questions for the Focus Group
The Fifth competency- Reflective Dialogue and Practice
<ol style="list-style-type: none">1. In your opinion, what does the term “Reflection” or “reflective practice” refer to?2. Do you practice reflection? in teams or individually? How?3. In your opinion, which practices require reflection? How many times do you do that? Give examples.4. What questions do you ask yourself while engaged in reflection? What questions do you ask your whole team to encourage such a practice?5. What domains/ educational practices (planning, setting objectives, performance...) do you reflect on? Give examples.
The Second competency- Inquiry
<ol style="list-style-type: none">1. In your opinion, what does the term “Inquiry” refer to?2. Do you use inquiry during your practices? How? Give examples of the domains/educational practices during which you use inquiry.3. Describe the procedure that you follow to inquire about these practices. (The purpose of this question is to understand whether each member is aware of the procedure that is needed to be followed during inquiry)4. In your opinion, what is action research? <p>Exploratory Questions: what mechanism is used from the start of your project until the end (collection and analysis of data)? How do you use the results gathered?</p> <ol style="list-style-type: none">3. As you plan for your educational institution improvement project, what steps do you follow?4. How do you use the inquiry during your planning phase?

Third competency- Evidence-based Decisions

Fourth competency - Decisions and Actions Driven by Needs

1. Reflect on the process that you follow to take a decision.
2. How do you take a decision within your team? How do you evaluate the authenticity of the information gathered to base you decision on?
3. What factors do you take into consideration while taking a decision related to your target group (the target group for the teachers is the student; the target group for the principal and coordinator is the teachers; the target group for administrative supervisors is the teachers and students).

Exploratory Questions: what type of consultations/discussions take place to drive you to a certain decision?

4. With whom do these consultations/discussions take place?
5. What information do you gather to take the decision?
6. How do you evaluate the authenticity of the gathered information?
7. What process/technique is followed to find solutions/take decisions?

The Fifth competency - De-Privatization of Practice

1. In your opinion, what does the term de-privatization of practice means to you?
2. What types of experiences do you usually share with your team? Give examples.

Exploratory Questions: Had there ever been a lack of acceptance of other members' opinions within the team regarding a certain incident? What was the reaction? How was the issue addressed?

The Eleventh competency - Systematic Documentation of practice

1. In your opinion, what does the term systematic documentation means to you?

2. Describe the documentation procedure in your team/school. When and how documentation takes place? What is being documented?
3. With whom do you share these documents? How are they being shared?

The Sixth competency - Evolving Design Planning

1. How do you set plans in your institution? Describe the process/procedure followed during the planning phase. Give an example.
2. What are the components/steps of a comprehensive and effective plan?
3. What does monitoring during implementation means to you? How do you plan for this monitoring?
4. How is a plan implemented? Was there a situation where you didn't implement the plan set? Why? How did you take the decision to make adjustments?
5. Do you identify the challenges that you might encounter while implementing the improvement project at the institution? How do you do that? Please explain by providing some examples.
6. How do you deal with the challenges/factors that hinder your project? Give examples.

The Seventh competency - Professional Collaboration

1. In your opinion, what does the term professional collaboration means to you?
 2. Describe your work as a team. Give specific examples on the process of forming the team.
- Exploratory Questions:** describe the team's interaction during professional collaboration.
- How do the team members deal with the weaknesses in themselves and others?
- How do the team members deal with the strengths in themselves and others?
- How do decisions take place within a team?
- To what extent does the team rely on the constructive feedback?

What information do you need to know about the team members in order to have professional collaboration?

How do team members act when a disagreement takes place or if there is lack of proper communication?

Talk about the diversity in your team. Do you encourage such diversity?

Are there principles/rules the team has agreed on and are considered as the method for humanistic/ethical communication among yourselves? If so, tell us more on how you implement it.

The First competency - Participative Leadership

1. What is your understanding of the term leadership in general? Within your team? Give examples.

2. What are some of the main features of leadership? Give examples.

3. Who are the leaders in your school? How do you practice leadership within your team? At the institution? Give examples.

Exploratory Questions: from where is your leadership model is derived? Do you take decisions within your field of specialty?

Do you take initiatives? Do you defend those initiatives? How?

Give examples about decisions you initiated without depending on the guidance of the principal.

The Tenth competency – Mentoring

1. Reflect on your professional role as a mentor/teacher (part of your role involves teaching others-coaching your colleague or employee...)

2. What is your understanding of a mentor? Give evidence regarding some of the mentoring you provide.

3. Describe the approach that you follow while mentoring others; describe the relation between you and the mentees.

4. What actions do you take to follow up on these individuals and support them to learn?
Give examples.

5. What motivates the mentees? What support do you provide them with?

The Ninth competency - Experiential Learning

1. Reflect on your professional beliefs while supporting others to learn.

2. What is your understanding regarding the concept of “experiential learning”?

3. How do you design and implement professional development activities? Describe with examples.

4. How do you plan based on experiential learning? Give examples.

Journey related skills

While working on improvement initiatives, can you describe the process you follow from initiating this improvement until what you consider is the conclusion of it? Use an example to illustrate.

(The following questions will be used later to probe into all aspects of the Journey if they were not covered in their account.)

Need identification and setting an ideal scenario:

✓ How do you identify improvement needs?

Probe the participants by asking them about the evidence they collect to identify their needs and how they document this evidence.

Do you identify the causes, aspects and manifestations of the identified needs?

- ✓ How do you align these needs with the vision of your institution/ program and commit to improved student learning?

Probe to ask them how they find out that this is considered a shared need and a priority by colleagues the department/institution, and by the stakeholders that their initiative is targeting.

- ✓ After identifying your need, describe the steps of how you envision your exemplary practices after solving the problem? After you have identified this need, are you aware of the best practices that you want to get to?

To what extent are these exemplary practices limited by your perceived barriers to make these exemplary practices a reality?

- ✓ Where do these exemplary practices align with the vision of the institution in which you work?

Probe the participants by asking them about the role of an ideal scenario in setting improvement goals for their initiative.

Planning and implementation:

- ✓ Do you usually set well-defined comprehensive plans before implementing certain practices? What aspects do you plan for? Describe the planning process you follow. You can explain through an example.
- ✓ How do you usually set a specific design for your interventions? What is it? *Probe the participants by asking them if they set goals and objectives as part of the design of these interventions?*
- ✓ What is your understanding of planning for implementation? What does a plan for implementation cover? What is, in your opinion, the importance of planning for interventions? Planning for implementation?
- ✓ To what extent do you follow the plans you set?
- ✓ Do you usually monitor your practices? How? Do you usually set a plan for this monitoring? Do you document these monitoring steps?

Evaluation and decision making:

- ✓ After implementing the interventions, do you evaluate? Do you set a plan for this evaluation? On which bases?
- ✓ Eventually, what do you do with the evaluation results you arrive at and how do you employ them for future action? Do you document this whole process? Do you follow specified formats for this documentation? You can explain through an example.

APPENDIX G

MOTIVATION INDIVIDUAL INTERVIEW PROTOCOL WITH TSLT MEMBERS

The researcher conducted semi-structured individual interviews with all lead team members (both old and new/current team members) to collect data in relation to their motivation and commitment to change and school improvement. Interview questions were guided by the theoretical literature review to have the participants provide their perspectives about the impact of TAMAM project participation on their motivation and commitment to school's improvement and change process. For the researcher to self-assess her motivation and commitment to change, she used the same interview protocol as her self-assessment checklist and gave answers to the questions and probes. The latter were as follows:

1. From your perspective, did your participation in TAMAM project foster your motivation to change?

If yes, how and in what ways did it

- a. Support your competence and improve your abilities?
 - b. Foster your autonomy?
 - c. Support your relatedness and collaboration with others?
2. From your perspective, did your participation in TAMAM project affect your resilience to play leadership roles in being agents of change at your school? If yes, how and in what ways?
 3. From your perspective, did your participation in TAMAM project increase your ownership and commitment to change? If yes, how and in what ways?
 4. How do you evaluate your motivation level to any new change initiative at school? Please provide examples

APPENDIX H

INDIVIDUAL INTERVIEW PROTOCOL WITH SCHOOL DIRECTORS

The researcher conducted semi-structured individual interviews with the head of the advisory board of the school and its school principal to have them provide their perspectives, about the impact of TAMAM project on the team members' professional learning and commitment and about the impact that participation in the project had at the learning of the organization. Data generated from these interviews were used by the researcher as newly collected main evaluative data for research question three and as supporting data for research questions one and two.

1. From your perspective, how can you evaluate the impact of TAMAM on the organizational learning of the case school?
 - a. Did TAMAM professional beliefs challenge the existing professional norms?
How and in what ways?
 - b. What structural changes did you adopt at the case school to promote its organizational learning and development?

APPENDIX I

GROUP INTERVIEW PROTOCOL WITH PST

The researcher conducted a group interview with the project steering team members to have them provide their perspectives, about the impact of TAMAM project at the organization in general. The purpose of the group interview was to explore the overall process of the model implementation and provide a thorough background information and description of the capacity building strategies used to enhance and support the team and the organizational learning. Data generated from these interviews were used by the researcher as main data for research question three and supporting data for other research questions.

Main Data for RQ3:

1. From your perspective, did TAMAM impact the organizational learning of the case school? If

yes,

- a. Did TAMAM professional beliefs challenge the existing professional norms? How and in what ways?
- b. What learning opportunities did participation in TAMAM offer the case school to foster its learning and development?
- c. To what extent did participation in TAMAM cause structural changes at the case school that promote its organizational learning and development? Provide specific examples.

Supporting Data for RQ1 and RQ2:

2. From your perspective, did TAMAM impact the professional learning and motivation level of the team to remain committed to school improvement?

- a. From your perspective, what strategies did you use to build leadership capacities in TSLT?
- b. What measures in the design, implementation, monitoring, and evaluation of the improvement journey were adopted to ensure change at the case school?
- c. What kind of support did you provide to the case school at individual, teams, administration, and organization levels as a result of the school participation in TAMAM?

APPENDIX J

SAMPLE OF BASELINE DATA EXCEL SHEET

ملاحظات/أدلة من مدونة المدرس	ملاحظات/أدلة من مجموعة التركيز	متوسط الكفارية	متوسط المكون للفريق من: الشبكة الشخصية ومجموعة التركيز	متوسط المكون من الشبكة الشخصية	علامة التحقق	مصدر البيانات	الأعضاء	الممارسة المؤتقة منهجياً	
		1.97	2.88	2.50	2	الشبكة الشخصية	عضو 1: غير فراج	1. أعي أن التوثيق هو ممارسة التدوين المنهجي، وتنظيم، وأرشفة، واسترجاع ونشر المعرفة حول الممارسات التربوية.	570
	ادارياً: يجب توثيق ملف الطالب				2	الشبكة الشخصية	عضو 2: منى قناواني		571
	هناك حاجة الى مورات في التوثيق				2	الشبكة الشخصية	عضو 3: ناهد ابراهيم		572
	توثيق بمبادرة شخصية التوثيق والدلائل مرتبطان ببعض كثيرا				3	الشبكة الشخصية	عضو 4: نور مومنة		573
	لا قيمة للذليل ان لم يكن موثقاً هناك توثيق. بدأتنا نشر بأهمية الأرشفة				3	الشبكة الشخصية	الفريق		574
	خطط النرس يتم متابعتها وتوثيق التحيزات للترمة للسنة القادمة				3	مجموعة التركيز		575	
	يجب أن يكون هناك آلية للأرشفة							576	
	التفكير بنظام أرشفة المواد الدراسية لتسهيل العمل ومشاركتها مع المعلمات الجدد							577	
			1.44	2.75	3	الشبكة الشخصية	عضو 1: غير فراج	2. أفهم أن التوثيق هو عملية حفظ المعلومات التي تم تجميعها لاستخدامها في أخذ القرارات (في كل محطات الرحلة)	580
					2	الشبكة الشخصية	عضو 2: منى قناواني		581
					3	الشبكة الشخصية	عضو 3: ناهد ابراهيم		582
					3	الشبكة الشخصية	عضو 4: نور مومنة		583
					1	مجموعة التركيز	الفريق		584
			2.06	2.25	2	الشبكة الشخصية	عضو 1: غير فراج	3. أوثق وبصورة منهجية الممارسات/ لإجتماعات/ورش العمل معتمدا على نسق واضح ومتفق عليه.	588
					2	الشبكة الشخصية	عضو 2: منى قناواني		589
	توثيق بمبادرة شخصية التوثيق والدلائل مرتبطان ببعض كثيرا				3	الشبكة الشخصية	عضو 3: ناهد ابراهيم		590
	إعطاء المحضيرات للترمة وليس حفظها عند المعلمة فقط				2	الشبكة الشخصية	عضو 4: نور مومنة		591
								592	
								593	
								594	
								595	
								596	

APPENDIX K

SAMPLE OF TSLT INITIAL PLAN REPORT: INSTRUCTIONAL SUPERVISION

IMPROVEMENT INITIATIVE

الخطة الأولى لمشروع تمام التطويري

مشروع تمام

الإشراف التربوي

✓ مقدمة:

✓ تطوير عملية الاشراف التربوي في المدرسة اللبنانية العالمية

✓ بدأت رحلة تمام في المدرسة اللبنانية العالمية سنة 2013-2014 وقد تخلّطها الكثير من البحث والنقضي والتخطيط والتنفيذ والمتابعة. قام الفريق ببحث إجرائي عبر مجموعات تركيز مكوّنة من المعلمين والمنسقين في مختلف الحلقات وبعد تحليل المعلومات تبينت حاجة المدرسة التي تناولت عملية التنسيق، خاصة في التواصل بين المعلم والمنسق وعدم وضوح المهام التي يحتاجها المعلمون من المنسقين وضعف التغذية الراجعة والتخطيط للمناهج. تم وضع خطة مدروسة تتضمن غايات وأهداف تطويرية وإجرائية مع معايير ومؤشرات واضحة ركزت على الرعاية المهنية لتطوير علاقة المنسق مع المعلم وعلى الفهم عبر التخطيط والتعلم النشط لتطوير المواد التعليمية وأساليبها. قام الفريق بالتنفيذ الفعلي رافقه العديد من محطات المتابعة لمواجهة التحديات وصولاً الى محطة التقييم النهائية والتي نعرضها في هذا التقرير. هذا التقرير الذي يشمل كل محطات رحلة تمام التي مرّ بها الفريق ويعرضها بتفصيل واسهاب وصولاً الى صياغة النتائج التي تبين إنجازات واضحة في مسار تحقيق الخطة التطويرية من تحسن ملحوظ في أداء المنسق واعتباره راعياً مهنيّاً ومرجعياً علمياً موثوقاً في المدرسة. كما بينت النتائج مأسسة عملية الاشراف التربوي وتبني دليل للاشراف التربوي مع كل الملفات التي يحتاجها المنسق أو المشرف التربوي والتي أعدها الفريق خلال عملية تنفيذ الخطة. إضافة إلى توحيد عمل الأقسام الأكاديمية وبناء قدرات أفرادها كعناصر تغيير في المدرسة. أدى كل ذلك الى اعتبار مشروع تمام مظلة التطوير المهني في المدرسة واعتماد ركائزه ونشرها في ثقافة المدرسة. من هنا دخل مشروع تمام في المدرسة اللبنانية العالمية مرحلة جديدة من التوسع والانتشار.

✓ . حول المدرسة:

المدرسة اللبنانية العالمية Lebanese International School مدرسة خاصة غير مجانية وغير ربحية تابعة لـ"جمعية الإرشاد والإصلاح الخيرية الإسلامية"، مرخصة لاستقبال المتعلمين في جميع المراحل الدراسية ما قبل الجامعية.

✓ في الرسالة والرؤية والشعار:

أ- الرؤية: "صرحُ يُعنى بالتكامل التربوي والأكاديمي المتميز".

ب- الرسالة: تلتزم المدرسة، من خلال عمل تربوي وأكاديمي مُتكامل، إعداد نشء مسؤول ذي شخصية متوازنة تمتلك المعرفة العلمية والمهارات الشخصية على قيم الإسلام، ليتمكّن من استثمار قدراته، والتأثير الإيجابي في المجتمع، والتفاعل مع مُقتضيات العصر.

ت- الشعار: "بأخلاقي وعلمي أحيًا صالحًا مصلحًا".

✓ مشروع المدرسة التطويري مع "تمام" بالتنسيق مع الجامعة الأميركية في بيروت:

انطلاقاً من سعي المدرسة اللبنانية العالمية إلى الارتقاء والتطور المستمرّ تربوياً وأكاديمياً ومهنيّاً، دخلت المدرسة في العام الدراسي 2013-2014 بشراكة طويلة الأمد مع مشروع تمام في الجامعة الأميركية في بيروت، وذلك للعمل على بناء القدرات القيادية والمؤسسية للتطوير المُستدام، وتطوير جواب برنامج التربية الخلقية "فاستقم".

وقد تعاقدت المدرسة أيضاً في العام الدراسي 2014-2015 بشراكة أخرى مع شركة Beyond Learning لإنشاء قسم الحياة الطلابية وتطوير جوانب برنامج التربية الخلقية "فاستقم". وبرنامج التربية الخلقية "فاستقم" برنامج تربوي خلقي قيميّ يعمل على بناء شخصية المتعلم ورعايتها ليكون إنساناً فاعلاً ومتوازناً في المجتمع المدرسيّ وخارجه عبر تعزيز القيم الست الأساسية (الاحترام-الانفتاح-المسؤولية-الانتماء-المحبة-الاستقامة).

شاركت المدرسة اللبنانية العالمية في مشروع تمام سنة 2013-2014 حيث شكّلت الإدارة فريق تمام من أربع منسقين تربويين في المدرسة، حنان شبارو (المسؤولة التربوية لقسم الروضات)، رولا حجازي (منسقة لغة عربية للحقتين الأولى والثانية)، سهى سلام (منسقة لغة انجليزية للحقتين الأولى والثانية)، وريان قاطرجي (منسقة العلوم للحقتين الأولى والثانية والثالثة). وبذلك كان موضوع التطوير الذي على الفريق تناوله وإيجاد الحاجة التطويرية له هو مجال التنسيق والاشرف التربوي والأكاديمي. ثم انضم الأستاذ خالد المصري (رئيس قسم المواد الدينية والاجتماعية) الى الفريق سنة 2014-2015. وبعدها انضمت السيدة فاتن مارديني (منسقة الرياضيات للحلقة الأولى والثانية) الى الفريق سنة 2015-2016. عام 2016-2017،

ترك عضوين من فريق تمام المدرسة بداعي السفر (فاتن مارديني -سنة واحدة في الفريق وخالد المصري -سنتين مع الفريق) و ترك عضو آخر لأسباب عائلية وشخصية (حنان شبارو- 3 سنوات مع الفريق من بدايته) وعضو صار دوام جزئي (سهى سلام- 3 سنوات مع الفريق من بدايته) .

انضم الى الفريق 5 أعضاء جدد ، عبير فراج (منسقة الرياضيات للحلقة 1 و 2 و 3)، ، نور مومنة (منسقة الانجليزي للحلقة 1 و 2)، حنين صالح (منسقة الدين للحلقة 1 و 2 و 3) ، منى فتواتي (موجهة الحلقة 1 و 2)، ، ناهد ابراهيم (موجهة الروضات).

٢- الحاجة التطويرية:

تطوير عملية التقييم البنائي بين المنسق والمعلم

دورة البحث الإجرائي التي قام بها الفريق لقد كان للفريق أسئلة كثيرة عن الصعوبات والتحديات التي يواجهها المنسقون بالنسبة للمعلمين ولهم. وللإجابة عن هذه الأسئلة قام الفريق بجمع معلومات وأدلة من مجموعات تركيز عقدها مع المعلمين والمنسقين. ثم قام الفريق بتحليل هذه المعلومات ودراستها للوصول الى نتائج رأى فيها الفريق أنّ الحاجة التطويرية في المدرسة اللبنانية العالمية هي في عملية التقييم البنائي ووضوح أسسها وأهدافها وتفصيلها العملية اليومية والتي تشمل الكثير من مهام أخرى تتعلق بالتنسيق (كالتحضير، مرجعية الأفكار، الخ) والتي تتضمن خلالها الكثير من مهارات التواصل بين المنسق والمعلم.

والجدير بالذكر أنّ بحثنا هو نوعي وليس كمي. فنحن لم يكن هدفنا أن نرصد نسب المعلمين والمنسقين الذين يواجهون هذه الصعوبات. بل رصدنا مشاكل المعلمين والمنسقين التي ترددت في كل مجموعات التركيز التي قمنا بها علماً أنّ فريق المدرسة والجامعة على علم أنّ هناك اختلاف واضح بين الأقسام (وهذا مذكور أدناه). ففي بعض الأقسام المشكلة واضحة وبحاجة الى حل وفي أقسام أخرى، هذا الموضوع و رغم نضوجه بنسبة معيّنة، هو حاجة للتطوير ولاكمال النضوج والتميز...

• تعريف الحاجة التطويرية:

التقييم البنائي عملية منهجية مستمرة مشتركة في أمور أساسية بين مختلف الأقسام تركز على تقويم ودعم المعلم من قبل المنسق الذي بتشخيصه لحاجات المعلم وقدراته، واعطائه التغذية الراجعة باستمرار، يكون مصدر لتبادل الخبرات ومرجعية تربوية لتطوير المعلم وتدريبه.

ملاحظة: يقصد الفريق بالتقييم البنائي وهو الذي يُطلق عليه أحياناً "التقويم التكويني والتتابعي" ويعرف بأنه العملية التقويمية التعلّمية التي يقوم بها المعلم والمنسق معاً أثناء عملية التنسيق بينهما. وهو يبدأ مع بداية التعلم ويواكبه لتوجيه المعلم في الاتجاه المرغوب صقل جوانب القوة وعلاج جوانب الضعف عنده وإثارة دافعية التعلم له والاستمرار فيه.

وهذا التقييم مختلف عن التقييم النهائي أو الختامي الذي يُجرى في نهاية العام الدراسي لتقييم المعلمين ان كانوا قد أتموا متطلبات العملية التدريسية والحكم على مدى فعالية جهودهم واصدار أحكام ادارية كتجديد لعقد أو الاستغناء عن خدمات المعلم.

● مظاهر هذه الحاجة

- وجود مشكلة في عملية التقييم ووضوح أسسها وأهدافها وتفصيلها العملية اليومية (عدم وضوح ورقة التقييم، صعوبة في تكتيكيات التنسيق، ليس هناك لغة مشتركة بين الأقسام، ورقة التقييم ليست واحدة، لا تعامل متمايز مع المعلمين (differentiation with teachers) بحسب حاجات المعلمين)
- عدم وضوح المهام التي يحتاجها المعلمون من المنسقين. فالمنسقون ليس لديهم صورة واضحة عن المهام التي يريدها/يحتاجها المعلمون منهم أو عن الآليات اللازمة لتحقيقها مما يجعل ممارسة المنسقين للمهام خاطئة وناقصة. (لا تغذية راجعة، تدقيق سطحي نظري، يجب أن يكون مبني على الحاجات، لا وضوح للكيف)
- نقص في الرعاية المهنية (mentoring) بين المعلم والمنسق (احراج المعلم في بعض الأحيان، لا مشاركة في القرارات، لا شفافية/صراحة/دعم)

● العوامل المتعلقة بهذه الحاجة

هذه المظاهر لحاجة المدرسة المذكورة أعلاه لها مسببات أهمها حاجة المنسقين والمعلمين الى التدريب المهني، وكثرة عدد حصص المنسق ومهامه، والاختلاف الواضح في عملية التنسيق بين الأقسام، وعدم وضوح مهام التنسيق للمنسق والمعلم والادارة حيث أنّ آليات وكيفيات التنسيق ناقصة ورقبياً وشفهياً وغير ناضجة وغير مُتابعة باستمرار.

● أهمية هذه الحاجة بالنسبة للمدرسة والتلاميذ

- توضيح مهام المعلم والمنسق وتوحيد العمل في المدرسة
- رفع مستوى الانتاجية في العمل بالنسبة للمنسقين والمعلمين وبالتالي الطلاب
- تحسين عملية التواصل والعلاقات المهنية بين أعضاء المدرسة
- تلبية حاجات المعلمات وحل مشاكلهم
- جعل التقييم على أساس نقاط ومعايير مهنية معينة (Evaluation Criteria) نصل في تحقيقها للطلاب الذي نريد

● ارتباط الحاجة برؤية ورسالة المدرسة

تطوير عملية التقييم البنائي بين المنسق والمعلم يطوّر ويدرّب كلا الطرفين، وهذا يخلق مجتمع تعليمي في المدرسة، عالي المهنية، يحب التعلم والتطور المستمر، وهذا ما تسعى المدرسة الى الوصول اليه. كما وأنّ هذا التميّز الذي سيحصل للهيئة التعليمية سينعكس على الأداء التعليمي والتربوي في الصفوف والجو العام للمدرسة وبالتالي سيصل الى الطلاب ويخرّجهم كأفراد مميزين وفاعلين كما تطمح المدرسة.

٣- إختيار المشروع التطويري:

أ- التصوّر المثالي:

بعد عرض الحاجة التطويرية و عمل الفريق على تحسين الممارسات الحالية في المدرسة، وجد الفريق أن منسق المدرسة اللبنانية العالمية سيتميّز بصفات ومهارات وكفايات معينة تؤهله ليكون مقيّم بناءً فعال وهي:

1. متمكّن من المادة وأساليبها وطرق تعليمها الحديثة وأدوات تقييمها (أن يكون مرجعية في ذلك)

2. ذو رعاية مهنيّة (Mentoring) عالية (اشعار بالأمان، تقدير، تحفيز، حل مشاكل وتشخيصها، التمايز في التعامل مع الأساتذة الجدد والقدامى وحسب القدرات والمستويات، يبرز القدرات، ...)
3. عالي المهنيّة محبّ للتطور المستمر ومطلّع على كل ما هو جديد في التنسيق والإشراف التربوي

وجود منسّقين بهذه الصفات والكفايات يساهم في تطوير المعلمين مهنيّاً وبالتالي سينعكس الأثر على الطلاب.

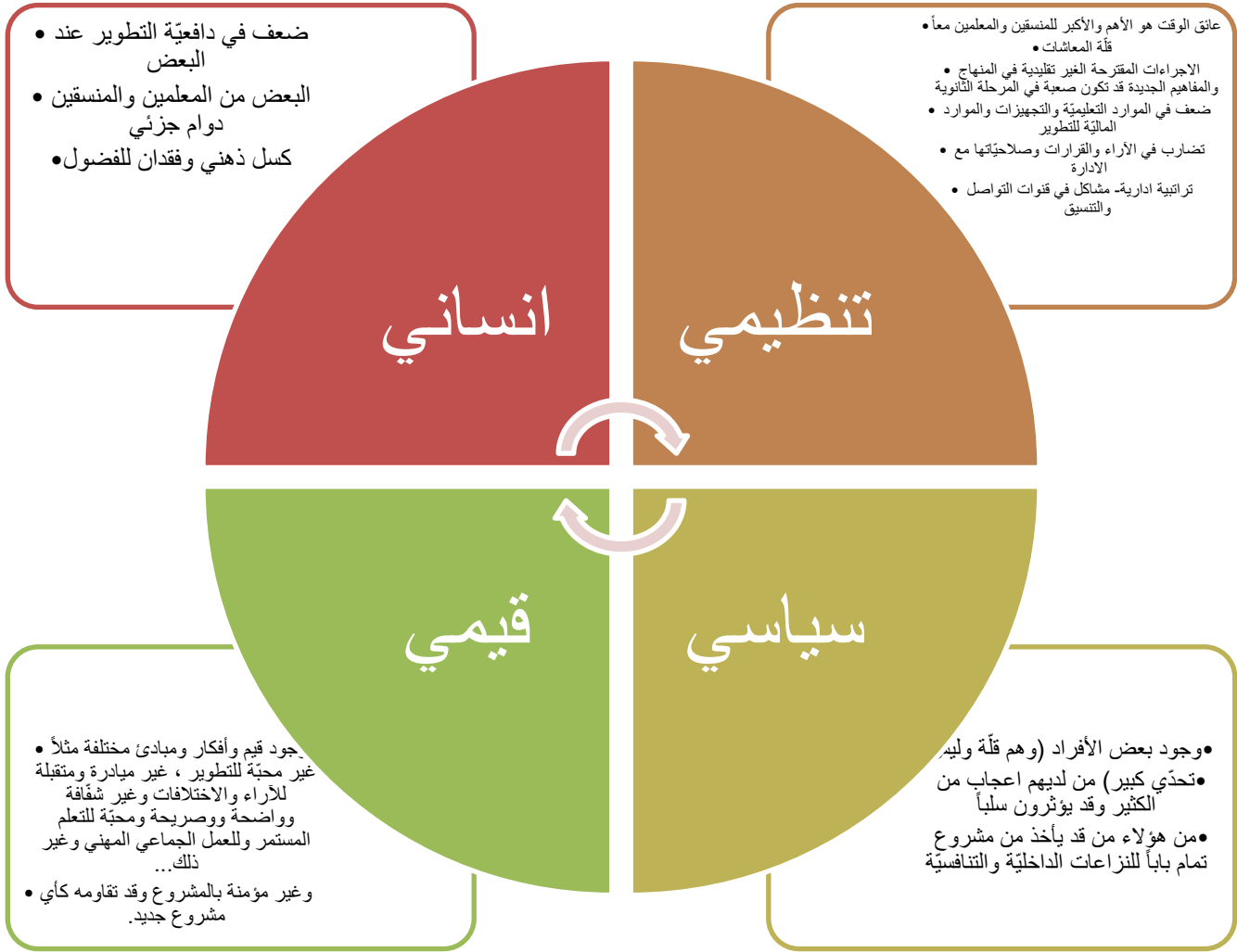
ب-الغايات التطويرية العامة (goals) مع الأهداف التطويرية والاجرائية:

الخطة الاستراتيجية التي تتضمن كل الغايات والأهداف التطويرية والاجرائية للمشروع التطويري

الغايات	الأهداف التطويرية	الأهداف الإجرائية
1- أن يكون المنسق مرجعية في المادة والتخطيط لها من ناحية المفاهيم والكفايات وطرائق التدريس وأدوات التقييم	1. أن يكون المنسق متمكّن من المادة 2. أن يكون قادراً على وضع خطة للمادة: أ- مترابطة بين كل المراحل. ب- تحدد المفاهيم والكفايات اللازمة ج- تشمل التعلم النشط كطريقة تعليم وتتضمن أدوات تقييم مناسبة وغير تقليدية	-اطلاع المنسق باستمرار على محتوى المادة وكل مستحدث فيها وتقنياتها - تدريب المنسق على وضع خطة للمنهج (across the levels) - تدريب المنسقين على الـ UbD Understanding by Design - تدريب المنسق على آليات وأدوات التعلم النشط. - قراءة ومراجعة الأدبيات المتعلقة بأدوات التقييم. (IB assessments, Rubrics, etc...)
2. مشاركة المنسق هذه الخبرات في عملية التنسيق (التحضير) مع المعلم ومتابعة تطبيقه للخطة وانعكاسها على الطالب	1. أن يتبنى المنسق الإشراف العيادي لنقل خبرته من كل ما ذكر أعلاه للمعلم	- تدريب المنسق على الإشراف العيادي -تدريب المنسق على وضع خطة إشرافية لمتابعة الأساتذة والخطة

	2. متابعة تطبيق المعلم للخطة وانعكاسها على الطالب وتقييم ذلك	
- قراءة مقالات عن أساليب مختلفة في التنسيق - تدريب المنسق على أساليب متنوعة ترصد تطور المعلم خلال مسيرته المهنية + كيفية التدرج معه بناء على حاجاته للارتقاء به	1. أن يحرص المنسق على التعامل الايجابي مع المعلم 2. أن يساعد المنسق المعلم على أن يتطور مهنيًا	3. أن يكون المنسق راعياً مهنياً يركز على التنمية المهنية للمعلم (هذا يشمل تطويره كشخص وتطوير أداءه كمهني داخل الصف) ويعتمد الحوار والمشاركة أساساً في علاقته مع المعلم
اعداد مكتبة خاصة بالاشراف التربوي توفر جميع المراجع التربوية في المواد وطرق التدريس والتقييم والاشراف الخ...	أن يطلع المنسق على كل ما هو جديد دائماً في مجالي التنسيق والاشراف التربوي	4- أن يكون المنسق مطلع على كل ما هو جديد في التنسيق والاشراف التربوي

أ- خطة لقيادة عملية تنفيذ المشروع التطويري:
التحديات



الخطة التنفيذية للمشروع التطويري: 2015-2016

في أول سنتين من انطلاق مشروع تمام كان العمل على تحديد الحاجة وعلى تصميم وتخطيط الخطة المذكورة أعلاه. بدأ التنفيذ سنة 2015-2016 لكن ليس لكل الغايات والأهداف. اختار الفريق الأولى والأهم منها في معالجة الحاجة التطويرية. فأتت الفريق خطة المتابعة (أي المعايير والمؤشرات) لهذه الغايات والأهداف المختارة بناء على أولويات الحاجات في التنسيق في المدرسة. وتحقيق هذه الغايات والأهداف وتنفيذ اجراءاتها يأخذ أكثر من سنة ويتحقق شيئاً فشيئاً في ظلّ تحديّ ضيق وقت وكثرة مهام المنسق وبناء قدراته تدريجياً. بناء قدراته في تحقيق هذه الغايات والأهداف يرفد على الغايات والأهداف الأخرى التي تمّ استبعادها لأنها ستتحقق بطريقة أو بأخرى من خلال العمل على تحقيق الغايات والأهداف المختارة.

والتي ترفد على الأخرى بطريقة أو بأخرى.

---> تبني الغاية الأولى: أن يكون المنسق مرجعية في المادة والتخطيط لها من ناحية المفاهيم والكفايات وطرائق التدريس وأدوات التقييم

تبني الهدف التطويري الثاني: أن يكون قادراً على وضع خطة للمادة :

- أ- مترابطة بين كل المراحل؛
- ب- تحدد المفاهيم والكفايات اللازمة؛
- ت- تشمل التعلم النشط كطريقة تعليم وتتضمن أدوات تقييم مناسبة وغير تقليدية

تبني الهدف الاجرائي الثاني:

- تدريب المنسق على وضع خطة للمنهج across the levels

- تدريب المنسقين على الـ Understanding by Design UbD

- تدريب المنسق على آليات وأدوات التعلم النشط؛

--- الاجراءات:

العمل	الزمن	المكان	المسؤول	الفئة المستهدفة	ملاحظات
مناقشة وقراءة ورقة التعلم النشط التي أعدها قسم المناهج والبرامج هذه السنة (2014-2015)	حزيران 2015	المدرسة	فريق تمام\ PDC	فريق تمام\ PDC	- الاستفادة من هذه المدونة لدورة التخطيط المذكورة أدناه - بناء معلومات أولية عن التعلم النشط كأساس لبناء المزيد من الالمام فيه مع الوقت ومع الأعمال الأخرى

<p>- لا بدّ من وضع خطوات لكيفية نقل هذه الخبرات الى المنسقين الآخرين</p> <p>- هذا يساهم في تحقيق بعض الالمام بكيفية ممارسته وتوظيفه داخل الصف (الممارسة أكثر من التعلم النظري) عند فريق تمام\PDC للتعلم النشط</p>	<p>فريق تمام\PDC ومنه الى كل المنسقين</p>	<p>سهى سلام</p>		<p>أيلول 2015</p>	<p>التواصل مع مدرسة الكوثر بما يتعلق بالتعلم النشط: بعد بناء أرضية عن التعلم النشط الموجودة أساساً في مدرستنا (كما مذكور أعلاه عن المدونة) زيارة الكوثر تكون للاطلاع أكثر على انجازاتهم وبحثهم في هذا المجال وتحديد آليات للتواصل لكارسال منسقين (فريق تمام بداية) الى الكوثر لمشاهدة صفوف عملية تتبع التعلم النشط</p>
	<p>هي تريده لمعلمات العلوم- ألا يمكننا ضمهم الى جانب المنسقين الآخرين؟؟</p>	<p>ألبابة الخالدي- عضو في المدرسة وفي الارشاد التربوي</p>	<p>المدرسة</p>	<p>أيلول 2015</p>	<p>ورشة عمل عن التعلّم النشط</p>
<p>- نستفيد من اجتماعات المنسقين لمناقشة المقالات والدروس النموذجية والقيام بحوارات مهنية وتوصيات ألبابة في اجتماعات المنسقين</p> <p>- هذا يساهم في تحقيق بعض الالمام عند المنسقين للتعلم النشط ولتبادل الخبرات فيما بينهم بأساليب مختلفة</p>	<p>كل المنسقين</p>	<p>فريق تمام\PDC</p>	<p>المدرسة\لكوثر أحيانا</p>	<p>كل السنة</p>	<p>تدريب المنسقين على التعلم النشط: من خلال اجتماعات المنسقين</p> <p>: فريق تمام\PDC يعيّن:</p> <p>-ارسال منسقين حسب المواد والصفوف الى الكوثر</p> <p>-تحديد منسقين لتقديم دورس نموذجية تتبع التعلم النشط (ألا يمكننا هنا الدروس أن تكون لمنسقين وحتى معلمين؟)</p> <p>- اعطاء المنسقين ما توصل اليه فريق تمام\PDC</p>

					عن مدونة المدرسة وخبرات الكوثر - ممكن اعطاء منسقين مقالات\فيديوات) عن هذا الموضوع
	كل المنسقين\ منسقي تمام (حسب توجه الادارة)	ريان قاطرجي + فريق تمام\ PDC (مرفق عن ال PDC)	المدرسة	أوائل أيلول	إخضاع كل المنسقين لدورة في التخطيط التربوي Ubd (نعتقد أنّ المدير سيكون يريد كل المنسقين وليس فقط منسقي فريق تمام) لقاء أو لقائين عن ال Ubd : تعريف عام عنه ، تقديم نماذج له، أنشطة عملية يقوم بها المنسقين خلال اللقاء لتطبيق الUbd- ربط هذا الموضوع مع توصيف المواد وكيف أنهما مترابطين وكيف يمكن الاستفادة من التوصيف الذي سلّم للادارة في حزيران 2015
فريق تمام في اجتماعات المنسقين: -مراجعة الخطط المسلمة التي تحوي أدوات التقييم -الاطلاع على امتحانات المواد والاشراف عليها	كل المنسقين\ منسقي تمام (حسب توجه الادارة)	ريان قاطرجي في دورة التخطيط + فريق تمام\ PDC (مرفق عن ال PDC) السنة	المدرسة	أوائل أيلول + خلال السنة	اعطاء مقالات ونماذج عن أدوات تقييمية غير تقليدية وذو مهارات تفكير عليا – يمكن البدء بذلك خلال دورة التخطيط (لأنّ جزء أساسي فيها هو التقييم)
-يناقش فريق تمام\ PDC الخطط لدراستها وتقييمها باستمرار خلال اجتماعاته (يمكن هنا الاستعانة بدكاترة من الجامعة الأميركية) واعطاء تغذية راجعة مستمرة للوصول	المنسقين	المنسقين	المدرسة	خلال العام	عمل المنسقين على وضع خطة حسب ال Ubd بالتعاون مع الأساتذة تدريجيا خلال السنة للوصول الى انتهائها آخر السنة

في آخر السنة الى خطة متكاملة وواضحة وموحدة بين الأقسام لسنة 2016-2017					
خلال وضع الخطط الجديدة وخلال مناقشتها في اجتماعات تمام يتم التنسيق بين الأقسام في التكامل في توزيع المفاهيم والكفايات	كل المنسقين	المنسقين	المدرسة	خلال السنة	ايجاد آليات التواصل بين الأقسام في تعزيزها للمفاهيم والكفايات للطلاب معاً في محاور المواد في الأوقات ذاتها في السنة (التنسيق الأفقي والعمودي بين الأقسام عند وضعهم للخطط الجديدة لسنة 2016-2017)

---> تبني الغاية الثانية: أن يشارك المنسق هذه الخبرات في عملية التنسيق (التحضير) مع المعلم ومتابعة تطبيقه للخطة وانعكاسها على الطالب

– تتلخص هذه الغاية بأهمية التدريب على الاشراف العيادي للمنسقين واكتساب قدر المستطاع منها ومتابعة المعلم لخطة المادة عبر وضع خطة اشرافية.

تبني الهدف التطويري الأول: أن يتبنى المنسق الاشراف العيادي لنقل خبرته من كل ما ذكر أعلاه للمعلم

تبني الهدف الاجرائي الأول:

تدريب المنسق على الاشراف العيادي

تبني الهدف التطويري الثاني: متابعة تطبيق المعلم لخطة المادة وانعكاسها على الطالب وتقييم ذلك

تبني الهدف الاجرائي الثاني:

تدريب المنسق على وضع خطة اشرافية لمتابعة الأساتذة

--- الاجراءات:

العمل	الزمن	المكان	المسؤول	الفئة المستهدفة	ملاحظات
تحضير مادة الاشراف العيادي	حزيران 2015	المدرسة	فريق تمام\ PDC	المنسقون	-سيقوم الفريق بتوزيع قراءات عن الاشراف العيادي (من كتب ريان في الجامعة) وتحضيرها والاستفادة منها مع المقابلة التي صارت سابقا مع د. ريبا وتحضير مادة الدورة أو الجلسة التي سيعقدها الفريق مع باقي المنسقين
دورة الاشراف العيادي بعد بناء أرضية عن التعلم النشط الموجودة	أيلول 2015	المدرسة	فريق تمام\ PDC	كل المنسقين	انطلاقاً من تحضير المادة كما ذكر سابقاً ، اقامة دورة في ذلك لكل المنسقين نهدف من هذا ان يتعرّف الفريق والمنسقين عن الاشراف العيادي وفي الصيف يفكرون أكثر به وبخطوات تطبيقه
اعداد ورقة تقييم المنسق بناءً على مهامه المذكورة (في الأوراق الموجودة عن المنسق في المدرسة) بالإضافة الى بنود جديدة متعلقة بالاشرف العيادي والرعاية المهنية + لاحقاً نضيف عليها بنود للتحضير وامتلاك المادة والتعلم النشط وأدوات التقييم	ابتداءً من حزيران 2015	المدرسة	فريق تمام\ PDC + المنسقين	المنسقين	انطلاقاً من الدورة أعلاه يضع المنسقون جميعاً ومعاً تحت اشراف فريق تمام وبالتنسيق مع الادارة ورقة تقييم المنسق وهي مبدئية وأولية يتم انهاءها الى ايلول 2015 بعد اضافة بنود للتحضير وامتلاك المادة والتخطيط لها والتعلم النشط وأدوات التقييم
متابعة المنسقين لاتباعهم للاشراف العيادي عبر زيارات لاجتماعات الأقسام، مجالس التنسيق، التكلّم مع المعلمات، الملاحظة في أداءهم وسلوكهم وتطورهم المهني، الخ...بناءً على البنود الموحدة التي ذكرت أعلاه	كل السنة	المدرسة	فريق تمام\ PDC	كل المنسقين	

اقامة اجتماعات مع المنسقين للاتفاق فيما بينهم حول عناصر مكونات الخطة الاشرافية للمتابعة، ولوضع بنود تلك الخطة الاشرافية والمحطات التي سيتم التوقف عندها لتقييمها من وقت لآخر	حزيران 2015	المدرسة	فريق تمام\ PDC	كل المنسقين	ذلك للتفكير في الصيف بها ووضعها ولو بشكل مبدئي
متابعة الخطوات التي وضعها المنسقون في الصيف لتطبيق الاشراف العيادي + خططهم الاشرافية	أبول 2015 + خلال السنة	المدرسة	فريق تمام\ PDC	كل المنسقين	اتفق الفريق على أن تكون الخطة الاشرافية تنطلق من حاجة الأساتذة التطويرية ووضع أهداف تطويرية لهم بالتشارك معهم والخطة ستكون وضع اجراءات على الخطة السنوية المعتمدة في المدرسة لمتابعة المعلم – يبدأ العمل بها في الصيف

ب- خطة المتابعة (monitoring)

خطة المتابعة للخطة التي تم تبنيها سنة 2015-2016

الغاية	الأهداف	المعايير	المؤشرات	البيانات الأولية	أدوات جمع بيانات المتابعة	الجهة المسؤولة	محطات المتابعة
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<p>نهاية كل فصل 2 فصل</p> <p>في حزيران (الخطط الكاملة)</p> <p>العروض في اجتماعات المنسقين</p>	<p>الفريق</p> <p>الفريق والمنسقين كافة</p>	<p>الخطة الكاملة للمواد توضع في حزيران بناء على التحضير خلال العام</p> <p>مدونة ودليل التعلم التعاوني وتركيباته</p>	<p>خطط الأقسام وملفات تحضير الأقسام</p> <p>ورقة التعلم النشط المعتمدة في المدرسة</p>	<p>80% من المنسقين رؤساء الأقسام وضعوا خطة للمادة (مترابطة المفاهيم، مع كفايات، وأدوات تقييم جديدة وغير تقليدية) ومناسبة لحاجات الطلاب أكاديمياً</p> <p>80 % من المنسقين اعتمدوا أداة تقييم غير تقليدية واحدة (غير الامتحانات التسميعات) ومهارات تفكير عليا في أدوات التقييم الأخرى وأسلوب تعلم جديدًا cooperative learning or التعلم بالتجربة</p> <p>100- 80% من المنسقين حضروا دورة التخطيط التربوي وقادروا على وضع نموذج لخطة سنة 2015- 2016 باعتماد الخطوات التخطيطية المطلوبة في ال UBD.</p>	<p>وجود خطة للمادة مترابطة، محددة المفاهيم، وتتضمن أدوات التقييم</p>	<p>الهدف التطويري 2: أن يكون قادراً على وضع خطة للمادة : أ- مترابطة بين كل المراحل. ب- تحدد المفاهيم والكفايات اللازمة ج- تشمل التعلم النشط كطريقة تعليم وتتضمن أدوات تقييم مناسبة وغير تقليدية</p> <p>الهدف الاجرائي 2: - تدريب المنسق على وضع خطة للمنهج</p>	<p>1- أن يكون المنسق مرجعياً في المادة والتخطيط لها من ناحية المفاهيم والكفايات وطرائق التدريس وأدوات التقييم</p>
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<p>حضور المنسقين للورش وعروض الأقسام التي تتم في اجتماعات المنسقين</p>	<p>الفريق</p>	<p>الفريق</p>	<p>جمع ملفات التحضير حسب ال UBD</p> <p>جلسات تقييم ال UBD</p>	<p>1- أو 2 منسق تواصل مع الكوثر بما يتعلّق بأساليب التعلّم النشط</p> <p>100% من المنسقين شاركوا بأسلوب واحد على الأقل لتبادل الخبرات (أمّا مقالات) دروس نموذجيّة ورش عمل جلسات حوارية (... نوقشت وأخذ لها خطوات عملية في ال PDC</p>	<p>المام المنسق بمهارات التخطيط التربوي أو ال Ubd</p> <p>تقديم فوري وتطبيق لدورة لـ Ubd عن حطة المادة</p> <p>تبادل خبرات (في التخطيط والتعلم النشط وأدوات التقييم) بين مختلف أفراد الهيئة التعليمية (أو أيضاً مع مدارس أخرى) بوسائل أو أساليب مختلفة</p>	<p>across the) levels)</p> <p>- تدريب المنسقين على الـ Ubd</p> <p>Understanding by Design</p> <p>- تدريب المنسق على آليات التقييم وأدوات التعلم النشط.</p>	
<p>محطات المتابعة</p>	<p>الجهة المسؤولة</p>	<p>أدوات جمع بيانات المتابعة</p>	<p>البيانات الأوليّة</p>	<p>المؤشرات</p>	<p>المعايير</p>	<p>الأهداف</p>	<p>الغاية</p>

<p>نهاية شباط</p> <p>نهاية أيار</p>	<p>الفريق</p>	<p>دليل الاشراف الجديد</p> <p>ورقة تقييم المنسق الجديدة</p> <p>مجموعات تركيز مع الأقسام</p> <p>حضور المنسقين في اجتماعات المنسقين الأسبوعية ومشاركتهم وتعليقاتهم عن الدليل كانت بالنسبة لنا بمثابة ورشة عمل</p>	<p>دليل المنسق السابق</p> <p>ورقة تقييم المنسق السابقة</p> <p>مشاكل المعلمين وحاجاتهم في مجموعات التركيز</p>	<p>60% من المنسقين يتبعون ويستخدمون خطوات الاشراف العيادي</p> <p>50% من المعلمين كان تقييمهم للمنسق في اتباعه لخطوات الاشراف العيادي ايجابياً</p> <p>100% من المنسقين حضروا الدورة وأصبحوا قادرين على تعريف الاشراف العيادي وبنوده</p>	<p>متدرب في تطبيق الاشراف العيادي</p> <p>ملاحظة تغيير في عملية الاشراف بين المنسق والمعلم</p> <p>تحقيق فهم أولي نظري عن الاشراف العيادي عند المنسقين</p>	<p>الهدف التطويري</p> <p>1: أن يتبنى المنسق الاشراف العيادي لنقل خبرته من كل ما ذكر أعلاه للمعلم</p> <p>الهدف الاجرائي 1: تدريب المنسق على الاشراف العيادي</p>	<p>2. مشاركة المنسق هذه الخبرات في عملية التنسيق (التحضير) مع المعلم ومتابعة تطبيقه للخطة وانعكاسها على الطالب</p>
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		الخطط الاشرافية					
		ورقة تقييم المنسق للمعلم السابقة		80% من المنسقين ملتزمين بتطبيق هذه البنود	وجود بنود موحدة في عملية التنسيق لمتابعة المعلم من ناحية تنفيذ الخطة، التطور المهني، الخ...	الهدف التطويري2: متابعة تطبيق المعلم لخطة المادة وانعكاسها على الطالب وتقييم ذلك	
			ورقة تقييم المنسق للمعلم السابقة	30% من المعلمين كان تقييمهم من قبل المنسقين ايجابي	ملاحظة تحسن في الأداء المهني عند المعلمين وأسلوبهم في العمل في الصف ومهاراتهم الشخصية المهنية		وجود خطة اشرافية

				60% من المنسقين وضعوا خطة اشرافية مبدئية لمتابعة الأساتذة		الهدف الاجرائي2: تدريب المنسق على وضع خطة اشرافية لمتابعة الأساتذة والخطة	
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خطة تمام المدرسة الإشرافية التنفيذية 2016-2017

في السنة الثانية للتنفيذ والمتابعة، أكمل الفريق بنفس الغايات والأهداف التطويرية والاجرائية التي بدأ بها ووضع الفريق خطة تنفيذية مُعدّلة وتحوي أيضاً المعايير والمؤشرات للمتابعة. (انظر أدناه)

المجال	الأهداف	الاجراءات	الزمن	الجهة المسؤولة	المعايير والمؤشرات	محطات المتابعة	الموارد اللازمة	الملاحظات
المنسق	-التدريب على ال- ubd	-اجتماع تمام الأسبوعي -اجتماعات فردية مع ريان حسب الحاجة - 1- 2 ورش عمل عامة أو خاصة بالأقسام -نقاشات في اجتماعات المنسقين	كل السنة	فريق تمام كل المنسقين قسم الشؤون الأكاديمية	100% من الفريق يحسنون تطبيق ال- ubd في التحضير للمواد	كل نهاية فصل		-لا ننسى أن نأخذ بعين الاعتبار قيم المدرسة وسمات الطالب في الأفكار العامة (المرحلة الأولى من ال- ubd) + الأفعال الاجرائية في التقييم والشرح (المرحلة 2 و3) -قسم الشؤون الأكاديمية سيقوم بتقييم الأداء كل نهاية فصل وأيضاً سيطلب اختبارات من الأقسام ويقيمها ومدى تطابقها مع مراحل التخطيط. - قسم الشؤون الأكاديمية سيقوم بتقييم أداء المنسقين للدليل من خلال حضور مجالس التنسيق (كما فعل العام الماضي) ويجب أن يكون ذلك

<p>بناءً على معايير محدّدة (قد تكون من ورقة تقييم المنسق)</p> <p>-ورقة تقييم المنسق التي نريد استعمالها هذه السنة أعدّها فريق تمام السنة الماضية.</p> <p>-بناءً على توصيات قسم الشؤون الأكاديمية سنعدّد تقنيّات التعلّم النشط (ليس فقط التعلّم التعاوني)</p> <p>-الفكرة أن نعتد معايير عامّة للصف النشط (موجودة في ورقة التعلّم النشط الصادرة عن قسم الشؤون الأكاديمية)</p> <p>-سيعمل قسم الشؤون الأكاديمية على اعداد مدوّنة</p>	<p>كل نهاية فصل</p>	<p>80% من المنسقين يتبعون الدليل</p> <p>70% من المعلمين كان تقييمهم للمنسق ايجابي</p>	<p>فريق تمام</p> <p>قسم الشؤون الأكاديمية</p>	<p>تشرين الأول والثاني</p> <p>خلال السنة</p>	<p>-ورش عمل (مع د. ريما وقسم الشؤون الأكاديمية)</p> <p>-ندارس الصفحات بين فريق تمام ومناقشتها في اجتماعات تمام</p> <p>-مدارسة الدليل مع المعلمين والمنسقين الآخرين تعلّم للفريق نفسه</p> <p>-مشاهدات في الكوثر</p> <p>-الاستفادة من Grey Matters ووضع خطوات عملية لتنفيذه</p>	<p>-التدريب على دليل الاشراف</p>	
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<p>لتقنية "حل المشكلات" خلال هذه السنة.</p>		<p>كل نهاية فصل</p>	<p>100% من المنسقين يعتمدون التعلم النشط في صفوفهم (بحسب <u>معايير</u> المنصوص عليها في ورقة التعلم النشط الصادرة عن قسم الشؤون الأكاديمية/مُرَفقة أدناه).</p> <p>- اعداد المنسقين لـ 3-4 صفوف نشطة رسمية وتنظيمية تتبع <u>تقنيات معينة</u> في صفوفهم خلال العام</p>	<p>فريق تمام قسم الشؤون الأكاديمية</p>	<p>خلال السنة</p>	<p>- تدارس الفريق لمدونة التعلم التعاوني في اجتماعات تمام - مشاهدات فيما بيننا كأقسام ومعلمات (الاستفادة من آ. سهى سلام) - استعمال تصوير Videos للصفوف ورؤيتها وتدارسها في اجتماعات تمام</p>	<p>- التدريب على التعلم النشط</p>	
<p>Make sure school values and students' profile is considered in setting big ideas</p>		<p>كل نهاية فصل</p>	<p>100% من معلمات منسقة تمام يطبقون ال- ubd في التحضير</p>	<p>منسقة تمام</p>	<p>خلال السنة</p>	<p>- الاجتماعات الأسبوعية - إعطاء تغذية راجعة بناءة في وقتها - القيام بزيارات صفية وال- Walkthroughs (الزيارات</p>	<p>- التدريب على ال- ubd</p>	

<p>Make sure to put higher order skills in learning outcomes to be reflected in class and in assessment.</p> <p>Make sure all stages are aligned. Stage 1 is reflected in stages 2 and 3.</p> <p>Make sure to emphasize how ubd extends to real life, focuses on concepts not facts, includes new skills to be taught in class and assessed on, etc..)</p> <p>-على الفريق العمل على ورقة تقييم المعلم هذه السنة والاطلاع على استمارة المشاهدة الموجودة في المدرسة ودراستها وتعديلها ان</p>			<p>-70% من المعلمات تقييمهم من المنسقين ايجابي</p>		<p>الصفية القصيرة التجولات) المعلنة للمعلم والمتفق عليها معه لمتابعة مدى انعكاس ال- ubd في الصف</p> <p>-تقديم نموذج من المنسق</p> <p>-الزملاء يتعلمون من بعضهم</p> <p>Peer Coaching</p> <p>-عرض الأفكار والأسئلة العامة في الصف وعلى لوحات الصفوف لفهمها أكثر وعكسها على الطلاب.(في 2 قسم على الأقل)</p>	<p>المعلم</p>
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<p>لزم الأمر + ممكن استمارة تعلم نشط</p> <p>-بناءً على توصيات قسم الشؤون الأكاديمية سنعدّد تقنيّات التعلم النشط (ليس فقط التعلم التعاوني)</p> <p>-الفكرة أن تعتمد معايير عامّة للمصف النشط (موجودة في ورقة التعلم النشط الصادرة عن قسم الشؤون الأكاديمية)</p> <p>-سيعمل قسم الشؤون الأكاديمية على اعداد مدونة لتقنيّة "حل المشكلات" خلال هذه السنة.</p>			<p>-80% من المعلمات صفوفهم نشطة بحسب معايير التعلم النشط الموجودة في الورقة.</p> <p>-اعداد المعلمون لـ 3 صفوف نشطة رسميّة وتنظيميّة خلال العام</p>	<p>منسقو تمام</p>	<p>خلال السنة</p>	<p>- الاجتماعات الأسبوعيّة -إعطاء تغذية راجعة ببناءة في وقتها</p> <p>-القيام بزيارات صفيّة والـ Walkthroughs(الزيارات الصفيّة القصيرة\التجولات) المعلنة للمعلم</p> <p>- دروس نموذجية من منسقي تمام ومعلمات آخرين</p>	<p>-التدريب على التعلم النشط</p>	
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			60% من المعلمات تقييمهم من المنسقين ايجابي			Peer Coaching \ Visits videos (ممكن أيضاً مشاهدة ومناقشتها) -تدارس مدونة التعلم التعاوني، وورقة التعلم النشط والاستفادة منها -نقل تعلم فريق تمام من الكوثر و Grey Matters وغير ذلك الى المعلم		
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			<p>60% من المتعلمين يُبدون تفاعل مع المادة</p> <p>2-3 أسئلة في كل الاختبارات تعتمد مهارات التفكير العليا.</p>	منسفو تمام ومعلماتهم	خلال السنة	<p>صفوف التعلم النشط</p> <p>-المرحلة الأولى من الـ ubd (تفاعل الطلاب مع المفاهيم الكبرى والأسئلة العامة المرتبطة بحياتهم)</p> <p>-مهارات عليا في أوراق الصف والامتحانات</p>	<p>-زيادة تفاعل المتعلم مع المادة التعليمية</p> <p>-زيادة قدرة المتعلم على الاجابة عن أسئلة المهارات العليا</p>	المتعلم
			<p>60% انتشار لثقافة وقبول وحب لتمام من المعلمات</p>	حنين وعبير من فريق تمام	من بداية العام + خلال السنة	<p>-لقاءات مع المعلمات (شكر وتقدير وتحفيز لهم) في يوم المعلم مثلاً.</p> <p>-احياء حائط تمام وعبارات عن ركائزه في غرفة المعلمات</p>	<p>-زيادة توسع تمام في المدرسة</p>	أنشطة عامة

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